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ABSTRACT

A study was conducted to identify and verify the competencies that are considered necessary for beginning vocational administrators in Florida. During the study, an 83-item survey questionnaire that covered 15 broad competency statement areas was administered to a sample of 137 individuals. Included in the study sample were all of Florida's 67 currently employed county directors of vocational education programs, 28 community and junior college occupational deans, and 31 area center directors. Also surveyed were 8 randomly selected vocational education teachers and 3 randomly selected comprehensive high school principals. The respondents rated as essential one or more competencies in each of the following task areas: vocational needs assessment; vocational education planning; vocational curriculum design and implementation; vocational curriculum evaluation and improvement; vocational program articulation; vocational instructional management; vocational student recruitment, retention, placement, and followup; vocational staff management and development; vocational legislative, labor, and professional relations; establishment and utilization of vocational education advisory committees; school, community, labor, and management relations; vocational education facilities planning and management; safety management; and vocational program fiscal management. The only competency area that did not include any competencies perceived to be essential by the survey respondents was that of vocational equipment management. (Included in this report are the survey questionnaire and 17 histograms detailing how each performance indicator was rated.) (MN)

ED237683

Identification and Verification of the Competencies Deemed Unique and Essential for Beginning Vocational Administrators in Florida

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VOCATIONAL ADMINISTRATORS' COMPETENCIES IDENTIFICATION AND VERIFICATION STUDY

Final Report

July 1, 1983

By

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ACKNOWLEDGMENT

The contents of this report represent the efforts of many people over a period of several years. Due to their continued commitment this project was able to produce the results which are described herein.

We wish to acknowledge the preliminary work done by the original steering committee. From this group both the organizations which would serve as sponsors of the study and potential task force members were identified.

All the task force members are to be recognized and thanked for the time and effort expended to make this project a success. We wish to recognize the additional contributions in the leadership of the project by Mr. Jack Millican, Director of Vocational and Adult Education, Lake County, Florida, who served as chairman of the steering committee from its inception through 1982, and Mr. Roland Best, Director, Withlacoochee Area Vocational-Technical Center, Inverness, Florida, who was elected as acting task force chairman in 1983 and continues as the current chairman.

Particular appreciation is also expressed to the following individuals from the State Department of Education for their leadership in Florida's educational system and specifically for their encouragement and assistance in the carrying out of this project: Mr. Joe D. Mills, Director, Division of Vocational Education; Dr. Patsy Agee, Bureau Chief, Vocational Program and Staff Development, Division of Vocational Education; Dr. Helen Lipscomb, Consultant, Staff Development, Division of Vocational Education; and Dr. Garfield W. Wilson, Director, Teacher Education, Certification, and Staff Development.

Dominic A. Mohamed
Project Director
July 1, 1983

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BACKGROUND OF THE STUDY

Establishment of COTE and Teaching Competencies in Specialization Areas

"In 1972 the Florida State Legislature established COTE (Council on Teacher Education) under Florida Statute 321.10 with the requirement that each certification area in education conduct a specialization study to determine minimum professional teaching competencies for the specialization area."

During the 1975-76 school year COTE conducted a statewide study to identify the basic competencies essential to all classroom teachers and other certified school personnel in Florida, as well as methods for assessing those competencies. Thus, COTE identified and verified through a professional consensus 23 generic competencies deemed essential to all classroom teachers, regardless of grade level or area of specialization. In January 1975, these 23 essential generic competencies were recommended to the Commissioner of Education for incorporation into State Board of Education rules governing teacher education and certification. In March 1978, the 23 essential generic competencies were incorporated into State Board of Education rules governing the curricular requirements at institutions of higher learning with state approved teacher education programs.

COTE then solicited in 1977-78, studies similar to the one it conducted in 1975-76 for the identification and verification of competencies unique and deemed essential by appropriate professional groups in each specialization area in education.

DEVELOPMENT OF FLORIDA'S STUDY FOR
IDENTIFICATION AND VERIFICATION OF VOCATIONAL ADMINISTRATORS' COMPETENCIES

Steering Committee Appointed

Mr. Joe D. Mills, State Director of Vocational Education, responded to COTE's invitation by appointing a steering committee made up of the following persons:

Mr. Jack Millican, Director of Vocational and Technical Education, Lake County Public Schools, Lake County, Florida;

Mr. Frank Stephenson, Director of Career Education Curricula, Polk Community College, Polk County, Florida;

Mr. Ron Scull, Executive Director, Florida Vocational Association;

Dr. Helen Lipscomb, Consultant, Vocational Staff Development, Florida Department of Education, Tallahassee, Florida;

Mr. Wayne Saunders, Director of Washington-Holmes Area Vocational Technical Education Center, Washington County, Florida;

Dr. Dominic A. Mohamed, Vocational Teacher Educator, Florida International University, Miami, Florida.

Work of the Steering Committee

The task of the steering committee was to identify vocational professional organizations that would sponsor the Vocational Education Administrator Competencies Study in conjunction with COTE and to identify and recommend to Mr. Mills for his appointment, additional members to the study task force as required by COTE guidelines.

The following organizations were identified to sponsor the study:

Florida Council of Local Administrators (FCLA),

Florida Vocational Association (FVA),

Florida Vocational and Adult Teacher Educators (FVATE),

Division of Vocational Education, Florida Department of Education.

Based upon the recommendations from the steering committee, the membership of the study task force was expanded by Mr. Mills' appointment of the following people:

Mr. Larry Cunningham, Assistant Director, Orlando Vocational/Technical Center, Orange County, Florida;

Ms. Clarice Biggins, Director, Vocational Education, School Board of Volusia County, Volusia County, Florida;

Mr. Les Todd, Director, Adult and Community Education, Dade County Public Schools, Dade County, Florida;

Mr. C. M. Lawrence, former Assistant Director, Division of Vocational Education, Florida Department of Education, Tallahassee, Florida (Retired).

Mr. Art Ballou, Director, Industry Services Programs, Office of Vocational, Adult, and Community Education, Dade County Public Schools, Dade County, Florida;

Dr. Paulette Mainwood, Consultant, Staff Development, Division of Vocational Education, Florida Department of Education, Tallahassee, Florida;

Mr. Roland Best, Director, Withlacoochee Area Vocational-Technical Institute, Citrus County, Florida.

Prior to the establishment of the full task force, the steering committee prepared a proposal to identify and verify unique competencies deemed essential and needed by vocational education administrators in Florida. The proposal was submitted to COTE, which approved it with the proviso that the study be conducted and coordinated with the study being conducted by the Florida Association of School Administrators (FASA). The FASA would identify the essential competencies needed by general school administrators. The two studies were to be conducted in a coordinated manner to avoid possible duplication and overlap of the identified competencies.

WORK OF THE
VOCATIONAL ADMINISTRATORS' COMPETENCIES IDENTIFICATION AND VERIFICATION STUDY
TASK FORCE

Identification of Vocational Administrators' Competencies

The task force began work by conducting a comprehensive literature search to identify relevant vocational administrator competencies studies. The task force generated, from available literature, 561 potential statements of vocational administrator competencies which have been identified in other studies in the United States. To comply with COTE guidelines and to avoid duplication and overlap of vocational administrator competencies with the 23 essential generic teacher competencies and those of the general school administrator, the task force adopted the following criteria for selecting and categorizing vocational administrator competencies.

The vocational administrator competencies were to:

1) be specific and generic to vocational administration,
2) reflect application of action and not be merely knowledge-based,
3) include active involvement and not merely attendance,
4) have the potential of being measured in a reasonable objective manner,
5) contain a single concept and focus,
6) not overlap with any of the 23 generic teacher competencies.
7) not overlap with nor duplicate the competencies identified as essential for a general school administrator, and
8) write all statements on the same level of abstraction.

Using the adopted criteria, the task force employed the DACUM and DELPHI techniques to refine and screen the 561 statements of potential competencies into 83 generic statements of competencies considered to be unique and needed by vocational administrators. The final list of generated competencies statements was categorized into 15 broad competency statement areas. Under each of the competency areas were listed the subskills or performance indicators which together constituted the enabling competency statement. The subskills or performance indicators can be used to assess the mastery or acquisition of the competency for assessment and evaluation purposed in the future.

Verification Process of Vocational Administrators' Competencies

A content validity study of the competencies was completed by the task force in October 1979. The list of competencies was then mailed to 15 practicing vocational administrators for their review and input. The

administrators reacted favorably to the competencies and suggested that no rejections, deletions, or additions of competencies or performance indicators be made.

In January 1980, the task force submitted to COTE the proposed list of competencies and subskills deemed essential and unique to vocational administrators in Florida. The next phase was for the task force to field-test the instrument for clarity with a randomly selected sample of practicing vocational administrators. Data collected from the field-testing survey was used to revise and update the competencies for a full field survey of practicing vocational administrators in Florida.

A field survey was then conducted in 1980 according to the guidelines and sampling plan established by COTE. This sampling plan had originally been established to determine the general teaching competencies needed by all teachers in all the discipline areas in education, and it called for the largest population to be surveyed to be classroom teachers. In this particular study dealing with competencies needed by vocational administrators, the response of the teachers, who constituted the majority of the respondents, indicated that they had "no basis for judging"--meaning, precisely that they did not have a basis for judging which competencies are needed by vocational administrators. Because of this, the first full field survey yielded a low return rate and an insufficient amount of usable responses.

Due to the above-mentioned facts, a different sampling plan (as shown on page 8) was submitted to COTE, approved, and adopted.

With the revision of the sampling plan made, a second administration of the survey was done in late 1981-early 1982, according to COTE guidelines and with assistance from the Department of Education's Bureau of Management Information System (MIS). This administration of the full field survey yielded a 94.1% return rate, and from these responses a final list of competencies and performance indicators or subskills was verified. The procedures used for both the administration of the field survey and the analysis of its results are presented in the following.

Sampling Plan and Field Survey Procedures

The sampling plan was based on the premise that the best source of information about what local vocational administrators do is from the most experienced and knowledgeable vocational administrators. Therefore, it was logical to seek professional consensus among vocational education administrators who were active and knowledgeable about the tasks and scope of vocational education administration. Hence, the population surveyed was from the following categories.

	TOTAL POPULATION	SAMPLE SIZE	PERCENT
A. ALL CURRENTLY EMPLOYED COUNTY DIRECTORS OF VOCATIONAL EDUCATION PROGRAMS	67	67*	100%
B. ALL CURRENTLY EMPLOYED COMMUNITY/JR. COLLEGE OCCUPATIONAL DEANS	28	28*	100*
C. ALL CURRENTLY EMPLOYED AREA CENTERS DIRECTORS	31	31*	100%
D. RANDOMLY SELECTED VOCATIONAL TEACHER EDUCATORS (n=10% OF 78 (N) VOCATIONAL TEACHER EDUCATORS)	78	8	10%
E. RANDOMLY SELECTED DESIGNATED COMPRENSIVE HIGH SCHOOL PRINCIPALS (n=% OF 62 (N) DESIGNATED COMPREHENSIVE HIGH SCHOOLS)	62	3	5%
	266	137	

*Weighted population size above equaled 85% of the total population surveyed. Sample size (137) n=51.8% of total population (N=266).

The total number of respondents was 129 out of 137 sample population from the following categories: county directors of vocational education-65; directors of area vocational centers-29; community/junior college occupational deans/directors-26; principals of comprehensive high schools-3; vocational teacher educators-6.

Procedures for Analysis of Field Survey Results

The population size from A, B, and C was weighted so as to equal 85% of the total sampled population. At least 51% of the respondents must have rated the competency as "essential" with a cumulative 85% rating it as either "essential" or "very important" based on the minimum total returns of 75% of the total population surveyed.

The percentage of total returns was 94.1%. The results of the survey were analyzed by using "Statistical Package for the Social Sciences" (SPSS)* packaged programs. SPSS is an integrated system of computer programs designed for the analysis of social science data. We used the sub-routine program frequencies that analyze frequency distributions with descriptive statistics.

The stratified sampling population was analyzed through the use of frequency tables in a normal printing format that constitutes a computerized code book which displays the complete contents of the data file.

The survey contains 83 performance indicators grouped under 15 broad competency statement areas. In addition, there were 3 work-related, biographical data questions. Percentages, simple correlations, standard deviations, standard errors, means, modes, medians, variances and ranges were computed using the SPSS computer program.

Histograms and graphs were also generated to present a graphic display form, using the sub-routine program frequencies of the variable in the distribution. This was accomplished by using a Hewlett Packard computer program sub-routine. (See pages 19 - 36 for responses of total population.)

*Nie, Norman H., et. al., Statistical Package for the Social Sciences, 2nd ed., McGraw-Hill Book Company, New York, 1975, (p. 194-202).

Task Force Work, 1983

After the second administration of the survey instrument, according to the revised sampling plan, the resultant data was analyzed as described earlier in this report. The task force was reconvened for the purpose of reviewing and discussing results of the data from the survey and to formulate recommendations as to the disposition of the results.

On May 20, 1983 the Task Force met in Orlando, Florida. Members present were: Art Ballou, Roland Best, Clarice Biggins, Larry Cunningham, Dr. Helen Lipscomb, Dr. Dominic Mohamed; guests attending were: Bethea Best and Alicia Zuniga. A report detailing: the project, the conducting of the survey, and its results was read and reviewed. The task force members concurred that the survey results evidenced a significant agreement between vocational administrators on both the 15 competencies areas and the 83 performance indicators (subskills) and went on record as unanimously accepting the competencies areas and performance indicators.

Dr. Mohamed described to the others how the accomplishments of this task force related to the work being done by the State Legislative Oversight Committee on Competency-Based Certification for Educational Managers, under The Management Training Act and The Florida Council on Educational Management. Various documents related to this Act were distributed and discussed. At this point, the members decided to invite Dr. Garfield Wilson, who is familiar with these documents to come and give the origin, status, implications, and relationship of the work of the Oversight Committee to that of the Vocational Administrators' Competencies Task Force.

Also discussed was the suggestion for the addition of task force members to represent principals of large secondary schools and principals of designated comprehensive senior high schools.

A second task force meeting for 1983 was held on June 23rd in Tallahassee, Florida. As a result of the preceding meeting, three new members were appointed to the task force. Members in attendance were: Roland Best, Art Ballou, Clarice Biggins, Alene Mahin, Dr. Dominic Mohamed, Rus Moncrief, and Frank Stephenson; guests were: Dr. Patsy Agee, Bethea Best, Dr. Richard Ray, Dr. Garfield Wilson, and Alicia Zuniga.

The purpose of the meeting was to: (1) review work being done by other committees and councils toward certification models and requirements for school administrators , (2) discuss the implications of these models for the Vocational Administrators' Competencies Study, and (3) discuss the implications of #1 and #2 on requirements for certification in the Administration and Supervision of Vocational Education Program.

Dr. Garfield Wilson, Director of Teacher Education, Certification, and Staff Development; Department of Education, commented and led discussion on the following documents currently being considered for use in establishing criteria for certification of school administrators:

1) Proposal, Administrative Certification, developed by the Oversight Committee (under the auspices of the Management Training Act and the Florida Council on Educational Management, and
2) The McBer Study of Competencies Which Characterize High-Performing Principals, commissioned by the Florida Council on Educational Management.

Following the discussion, the task force agreed on the following actions: 1) the recommendation of a vocational educator to provide input to the Florida Council on Educational Management relative to vocational education, and 2) the development of a vocational administrators' certification model.

ANALYSIS OF DATA

TABLE I

RESPONSES OF THE SURVEYED POPULATION TO THE

PERFORMANCE INDICATORS AND CUMULATIVE FREQUENCY

RESPONSES BY SUB-POPULATIONS

TABLE 1

ESSENTIAL AND UNIQUE COMPETENCIES NEEDED BY BEGINNING VOCATIONAL ADMINISTRATORS IN FLORIDA

		NO. OF RESPONSES AND PERCENT	RESPONSES N = 129					
			NO RESPONSE	ESSENTIAL	VERY IMPORTANT	COULD GET BY WITHOUT	NOT REQUIRED	NO BASIS FOR JUDGING
I.	Vocational Needs Assessment							
1.1	Develops plans for conducting vocational education needs assessments.	N	0	77.	44	3	4	1
		%	0	59.7	34.1	2.3	3.1	.8
1.2	Involves lay and business community representatives in needs assessments.	N	0	68	56	2	3	0
		%	0	52.7	43.4	1.6	2.3	0
1.3	Develops needs assessment instruments.	N	0	34	67	15	12	1.0
		%	0	26.4	51.9	11.6	9.3	.8
1.4	Determines current and projected labor market demands.	N	1.0	52.0	67.0	10.0	8.0	1.0
		%	0.8	40.3	44.2	7.8	6.2	0.8
1.5	Determines occupational needs of students.	N	1.0	53.0	61.0	10.0	4.0	0
		%	0.8	41.1	47.3	7.8	3.1	0
1.6	Collects, analyzes and interprets data.	N	0	55.0	56.0	12.0	5.0	1.0
		%	0	42.6	43.4	9.3	3.9	0.8
1.7	Formulates procedures for vocational programs to meet identified needs.	N	3.0	82.0	43.0	0.0	1.0	0.0
		%	2.3	63.6	33.3	0.0	0.8	0.0
II.	Vocational Education Planning							
2.8	Interprets and applies state and federal legislation and regulations relevant to vocational education.	N	0	86.0	42.0	[illegible].0	0.0	1.0
		%	0	66.7	32.6	0.0	0.0	0.8
2.9	Interprets and applies other relevant state and federal legislation such as V.A., disadvantaged, sex stereotyping, handicapped, etc.	N	0	57.0	66.0	5.0	0.0	1.0
		%	0	44.2	51.2	3.9	0.0	0.8
2.10	Prepares and updates long and short range vocational education plans.	N	0	79	46	2.0	0.0	2.0
		%	0	61.2	35.7	1.6	0.0	1.6
2.11	Demonstrates compliance with the Florida State Plan for Vocational Education.	N	1.0	75.0	47.0	4.0	0.0	2.0
		%	0.8	58.1	36.4	3.1	0.0	1.6
2.12	Utilizes state and local agencies in the planning process such as Florida Employment Service, CETA prime sponsor, Coordinating Council, Council on Education and Rehabilitation of the Handicapped, Licensing Boards, Correction Services, etc.	N	1.0	44.0	76.0	7.0	0.0	1.0
		%	0.8	34.1	58.9	5.4	0.0	0.8

CUMULATIVE FREQUENCY Teachers & Principals n = 9						CUMULATIVE FREQUENCY County Dr/Occup. D./A.C. Dr. n = 120						GENERAL RESULTS N = 129						
NO ANSWERS	ESSENTIAL	VERY IMPORTANT	COULD GET BY WITHOUT	NOT REQUIRED	NO BASIS FOR JUDGING	NO ANSWERS	ESSENTIAL	VERY IMPORTANT	COULD GET BY WITHOUT	NOT REQUIRED	NO BASIS FOR JUDGING	MEAN	MODE	MEDIAN	STANDARD DEVIATION	STANDARD ERROR	VARIANCE	RANGE
0	7.0	2.0	0	0	0	0	70.00	42.00	3.0	4.0	1.0	1.512	1.000	1.338	.762	.067	.580	4.000
0	77.8	22.0	0	0	0	0	58.3	35.0	2.5	3.3	0.8							
0	5.0	4.0	0	0	0	0	63.0	52.0	2.0	3.0	0.0	1.535	1.000	1.449	.650	.057	.423	3.000
0	55.6	44.4	0	0	0	0	52.5	43.3	1.7	2.5	0.0							
0	3.0	5	1	0	0	0	31.0	62.0	14.0	12.0	1.0	2.072	2.000	1.955	.908	.080	.824	4.000
0	33.3	55.6	11.1	0	0	0	25.8	51.7	11.7	10.0	0.8							
0	5.0	4.0	0	0	0	1	47.0	53.0	10.0	8.0	1.0	1.806	2.000	1.702	.893	.079	.798	5.000
0	55.6	44.4	0	0	0	0.8	39.2	44.2	8.3	6.7	0.8							
0	5.0	4.0	0	0	0	1	48.0	57.0	10.0	4.0	0.0	1.713	2.000	1.672	.752	.066	.566	4.000
0	55.6	44.0	0	0	0	0.8	40.0	47.5	8.3	3.3	0.0							
0	5.0	4.0	0	0	0	0	50.0	52.0	12.0	5.0	1.0	1.767	2.000	1.670	.834	.073	.695	4.000
0	55.6	44.0	0	0	0	0	41.7	43.3	10.0	4.2	0.8							
1.0	6.0	2.0	0	0	0	2	76.0	41.0	0.0	1.0	0.0	1.333	1.000	1.250	.564	.050	.318	4.000
11.1	66.7	22.0	0	0	0	1.7	63.3	34.2	0.0	0.8	0.0							
0	8.0	1.0	0	0	0	0	78.0	41.0	0.0	0.0	0.1	1.357	1.000	1.250	.570	.050	.325	4.000
0	88.9	11.1	0	0	0	0	65.0	34.2	0.0	0.0	0.8							
0	5.0	3.0	1.0	0	0	0	52.0	63.0	4.0	0.0	1.0	1.620	2.000	1.614	.640	.056	.409	4.000
0	55.6	33.3	11.1	0	0	0	43.3	52.5	3.3	0.0	0.8							
0	6.0	3.0	0.0	0.0	0.0	0	73.0	43.0	2.0	0.0	2.0	1.450	1.000	1.316	.684	.060	.468	4.000
0	66.7	33.3	0.0	0.0	0.0	0	60.8	35.8	1.7	0.0	1.7							
0	8.0	1.0	0.0	0.0	0.0	1	67.0	46.0	4.0	0.0	2.0	1.481	1.000	1.347	.719	.063	.517	5.000
0	88.9	11.1	0.0	0.0	0.0	0.8	55.8	38.3	3.3	0.0	1.7							
0	4.0	5.0	0.0	0.0	0.0	1	40.0	71.0	7.0	0.0	1.0	1.721	2.000	1.757	.649	.057	.422	5.000
0	44.4	55.6	0.0	0.0	0.0	0.8	33.3	59.2	5.8	0.0	0.8							

Table 1 (Continued)

		NO. OF RESPONSES AND PERCENT	RESPONSES N = 129					
			NO RESPONSE	ESSENTIAL	VERY IMPORTANT	COULD GET BY WITHOUT	NOT REQUIRED	NO BASIS FOR JUDGING
III.	Vocational Curriculum Design and Implementation							
3.13	Designs curriculum content based upon occupational task analysis.	N	1.0	50.0	59.0	11.0	5.0	3.0
		%	0.8	38.8	45.7	8.5	3.9	2.3
3.14	Organizes cooperative vocational education programs.	N	1.0	26.0	69.0	26.0	6.0	1.0
		%	0.8	20.2	53.5	20.2	4.7	0.8
3.15	Establishes demonstration, pilot and exemplary vocational programs.	N	0	24.0	64.0	36.0	3.0	2.0
		%	0	18.6	49.6	27.9	2.3	1.6
3.16	Provides vocational programs which meet the needs of the handicapped students.	N	2	45.0	74.0	8.0	0.0	0.0
		%	1.6	34.9	57.4	6.2	0.0	0.0
3.17	Provides vocational programs which meet the needs of the disadvantaged students.	N	1	48.0	74.0	6.0	0.0	0.0
		%	0.8	37.2	57.4	4.7	0.0	0.0
3.18	Provides orientation/exploratory programs.	N	3	34.0	64.0	22.0	2.0	4.0
		%	2.3	26.4	49.6	17.1	1.6	3.1
3.19	Provides adult/continuing vocational education programs.	N	3	43.0	66.0	10.0	5.0	2.0
		%	2.3	33.3	51.2	7.8	3.9	1.6
3.20	Maintains state vocational education program standards.	N	2	76.0	51.0	0	0	0
		%	1.6	58.9	39.5	0	0	0
3.21	Establishes program completion requirements consistent with prescribed competencies.	N	1	65.0	61.0	1.0	1.0	0
		%	0.8	50.4	47.3	0.8	0.8	0
IV.	Vocational Curriculum Evaluation and Improvement							
4.22	Analyzes student and employer follow-up studies.	N	1	47.0	69.0	9.0	2.0	1.0
		%	0.8	36.4	53.5	7.0	1.6	0.8
4.23	Directs evaluation of vocational programs.	N	1	67.0	57.0	3.0	0.0	1.0
		%	0.8	51.9	44.2	2.3	0.0	0.8
4.24	Gathers public opinion data concerning vocational programs.	N	1	31.0	76.0	17.0	2.0	2.0
		%	0.8	24.0	58.9	13.2	1.6	1.6
4.25	Determines reasons for student attrition in vocational education programs.	N	0	43.0	75.0	8.0	2.0	1.0
		%	0	33.3	58.1	6.2	1.6	0.8

CUMULATIVE FREQUENCY Teachers & Principals n = 9						CUMULATIVE FREQUENCY County Dr/Occup. D./A.C. Dr. n = 120						GENERAL RESULTS N = 129						
NO ANSWERS	ESSENTIAL	VERY IMPORTANT	COULD GET BY WITHOUT	NOT REQUIRED	NO BASIS FOR JUDGING	NO ANSWERS	ESSENTIAL	VERY IMPORTANT	COULD GET BY WITHOUT	NOT REQUIRED	NO BASIS FOR JUDGING	MEAN	MODE	MEDIAN	STANDARD DEVIATION	STANDARD ERROR	VARIANCE	RANGE
0	4.0	4.0	1.0	0.0	0.0	1	46.0	55.0	10.0	5.0	3.0	1.829	2.000	1.729	.920	.081	.846	5.000
0	44.4	44.4	11.1	0.0	0.0	0.8	38.3	45.8	8.3	4.2	2.5							
0	1.0	8.0	0.0	0.0	0.0	1	25.0	61.0	26.0	6.0	1.0	2.101	2.000	2.043	.073	.828	.685	5.000
0	11.1	88.9	0.0	0.0	0.0	0.8	20.8	50.8	21.7	5.0	0.8							
0	3.0	3.0	3.0	0.0	0.0	0.0	21.0	61.0	33.0	3.0	2.0	2.186	2.000	2.133	.817	.072	.668	4.000
0	33.3	33.0	33.0	0.0	0.0	0.0	17.5	50.8	27.5	2.5	1.7							
0	5.0	4.0	0.0	0.0	0.0	2	40.0	70.0	8.0	0.0	0.0	1.682	2.000	1.736	.612	.054	.375	3.000
0	55.6	44.4	0.0	0.0	0.0	1.7	33.3	58.3	6.7	0.0	0.0							
0	5.0	4.0	0.0	0.0	0.0	1	43.0	70.0	6.0	0.0	0.0	1.659	2.000	1.709	.580	.051	.336	3.000
0	55.6	44.4	0.0	0.0	0.0	0.8												
0	1.0	7.0	1.0	0.0	0.0	3	33.0	57.0	21.0	2.0	4.0	1.984	2.000	1.930	.935	.082	.875	5.000
0	11.1	77.8	11.1	0.0	0.0	2.5	27.5	47.5	17.5	1.7	3.3							
0	1.0	7.0	1.0	0.0	0.0	3	42.0	59.0	9.0	5.0	2.0	1.822	2.000	1.780	.879	.077	.773	5.000
0	11.1	77.8	11.1	0.0	0.0	2.5	35.0	49.2	7.5	4.2	1.7							
0	7.0	2.0	0.0	0.0	0.0	2	69.0	49.0	0.0	0.0	0.0	1.380	1.000	1.322	.518	.046	.269	2.000
0	77.8	22.2	0.0	0.0	0.0	1.7	57.5	40.8	0.0	0.0	0.0							
0	5.0	4.0	0.0	0.0	0.0	1.0	60.0	57.0	1.0	1.0	0.0	1.504	1.000	1.477	.575	.051	.330	4.000
0	55.6	44.0	0.0	0.0	0.0	0.8	50.0	47.5	0.8	0.8	0.0							
0	2.0	6.0	1.0	0.0	0.0	1	45.0	63.0	8.0	2.0	1.0	1.744	2.000	1.739	.732	.064	.536	5.000
0	22.2	66.7	11.1	0.0	0.0	0.8	37.5	52.5	6.7	1.7	0.8							
0	3.0	5.0	1.0	0.0	0.0	1	64.0	52.0	2.0	0.0	1.0	1.512	1.000	1.448	.639	.056	.408	5.000
0	33.3	55.6	11.1	0.0	0.0	0.8	53.3	43.3	1.7	0.0	0.8							
0	3.0	6.0	0.0	0.0	0.0	1	28.0	70.0	17.0	2.0	2.0	1.953	2.000	1.928	.779	.069	.607	5.000
0	33.3	66.7	0.0	0.0	0.0	0.8	23.3	58.3	14.2	1.7	1.7							
0	4.0	5.0	0.0	0.0	0.0	0.0	39.0	70.0	8.0	2.0	1.0	1.783	2.000	1.783	.696	.061	.484	4.000
0	44.4	55.6	0.0	0.0	0.0	0.0	32.5	58.3	6.7	1.7	0.8							

Table 1 (Continued)

		NO. OF RESPONSES AND PERCENT	RESPONSES N = 129					
			NO RESPONSE	ESSENTIAL	VERY IMPORTANT	COULD GET BY WITHOUT	NOT REQUIRED	NO BASIS FOR JUDGING
4.26	Directs the assessment of student achievement in laboratory and cooperative settings.	N	2	30.0	75.0	15.0	6.0	1.0
		%	1.6	23.3	58.1	11.6	4.7	0.8
4.27	Utilizes curriculum evaluation data to improve vocational programs.	N	0	60.0	65.0	2.0	0.0	2.0
		%	0	46.5	50.4	1.6	0.0	1.6
V.	Vocational Program Articulation							
5.28	Articulates orientation/exploratory, secondary and post secondary vocational program standards and objectives.	N	1	51.0	71.0	5.0	1.0	0.0
		%	0.8	39.5	55.0	3.9	0.8	0.0
5.29	Integrates the vocational education program with the total education programs.	N	1	59.0	60.0	7.0	1.0	1.0
		%	0.8	45.7	46.5	5.4	0.8	0.8
5.30	Articulates vocational programs with agencies such as Licensing Boards, Veterans Administration, Opportunities Industrialization Centers and other community based organizations.	N	1	49.0	68.0	7.0	2.0	2.0
		%	0.8	38.0	52.7	5.4	1.6	1.6
VI.	Vocational Instructional Management							
6.31	Provides vocational education programs at times and places convenient to the students.	N	2	53.0	70.0	3.0	1.0	0.0
		%	1.6	41.1	54.3	2.3	0.8	0.0
6.32	Establishes competency-based vocational education programs.	N	1.0	57.0	64.0	6.0	0.0	1.0
		%	0.8	44.2	49.6	4.7	0.0	0.8
6.33	Integrates vocational student organizational activities into the instructional programs.	N	0.0	25.0	71.0	27.0	6.0	0.0
		%	0.0	19.4	55.0	20.9	4.7	0.0
6.34	Interprets and applies labor laws, regulations, and licensure requirements.	N	0.0	47.0	71.0	9.0	1.0	1.0
		%	0.0	36.4	55.0	7.0	0.8	0.8
6.35	Recruits resource people from business and industry to share specialized knowledge, skill, equipment, and techniques reflecting latest developments in the field.	N	1.0	54.0	69.0	3.0	1.0	1.0
		%	0.8	41.9	53.5	2.3	0.8	0.8

CUMULATIVE FREQUENCY Teachers & Principals n = 9						CUMULATIVE FREQUENCY County Dr/Occup. D./A.C. Dr. n = 120						GENERAL RESULTS N = 129						
NO ANSWERS	ESSENTIAL	VERY IMPORTANT	COULD GET BY WITHOUT	NOT REQUIRED	NO BASIS FOR JUDGING	NO ANSWERS	ESSENTIAL	VERY IMPORTANT	COULD GET BY WITHOUT	NOT REQUIRED	NO BASIS FOR JUDGING	MEAN	MODE	MEDIAN	STANDARD DEVIATION	STANDARD ERROR	VARIANCE	RANGE
0.0	2.0	6.0	1.0	0.0	0.0	2.0	28.0	69.0	14.0	6.0	1.0	1.969	2.000	1.933	.819	.072	.671	5.000
0.0	22.2	66.7	11.1	0.0	0.0	1.7	23.3	57.5	11.7	5.0	0.8							
0.0	5.0	4.0	0.0	0.0	0.0	0.0	55.0	61.0	2.0	0.0	2.0	1.597	2.000	1.569	.679	.060	.461	4.000
0.0	55.6	44.4	0.0	0.0	0.0	0.0	45.8	50.8	1.7	0.0	1.7							
0.0	5.0	4.0	0.0	0.0	0.0	1.0	46.0	67.0	5.0	1.0	0.0	1.643	2.000	1.676	.610	.054	.372	4.000
0.0	55.6	44.4	0.0	0.0	0.0	0.8	38.3	55.8	4.2	0.8	0.0							
0.0	5.0	4.0	0.0	0.0	0.0	1.0	54.0	56.0	7.0	1.0	1.0	1.620	2.000	1.575	.709	.062	.503	5.000
0.0	55.6	44.4	0.0	0.0	0.0	0.8	45.0	46.7	5.8	0.8	0.8							
0.0	4.0	4.0	1.0	0.0	0.0	1.0	45.0	64.0	6.0	2.0	2.0	1.736	2.000	1.713	.776	.068	.602	5.000
0.0	44.0	44.4	11.1	0.0	0.0	0.8	37.5	53.3	5.0	1.7	1.7							
0.0	7.0	1.0	1.0	0.0	0.0	2.0	46.0	69.0	2.0	1.0	0.0	1.597	2.000	1.636	.606	.053	367	4.000
0.0	77.8	11.1	11.1	0.0	0.0	1.7	38.3	57.5	1.7	0.8	0.0							
0.0	6.0	3.0	0.0	0.0	0.0	1.0	51.0	61.0	6.0	0.0	5.0	1.612	2.000	1.602	.665	.059	.442	5.000
0.0	66.7	33.3	0.0	0.0	0.0	0.8	42.5	50.8	5.0	0.0	0.8							
0.0	4.0	4.0	1.0	0.0	0.0	0.0	21.0	67.0	26.0	6.0	0.0	2.109	2.000	2.056	.763	.067	.582	3.000
0.0	44.4	44.4	11.1	0.0	0.0	0.0	17.5	55.8	21.7	5.0	0.0							
0.0	5.0	4.0	4.0	0.0	0.0	0.0	42.0	67.0	9.0	1.0	1.0	1.744	2.000	1.746	.688	.061	.473	4.000
0.0	55.6	44.0	0.0	0.0	0.0	0.0	35.0	55.8	7.5	0.8	0.8							
0.0	5.0	4.0	0.0	0.0	0.0	1.0	49.0	65.0	3.0	1.0	1.0	1.628	2.000	1.638	.662	.058	.439	5.000
9.0	55.6	44.4	0.0	0.0	0.0	0.8	40.8	54.2	2.5	0.8	0.8							

Table 1 (Continued)

		NO. OF RESPONSES AND PERCENT	RESPONSES N = 129					
			NO RESPONSE	ESSENTIAL	VERY IMPORTANT	COULD GET BY WITHOUT	NOT REQUIRED	NO BASIS FOR JUDGING
VII.	Vocational Student Recruitment, Retention, Placement, and Follow Up							
7.36	Establishes student recruitment procedures for vocational programs to reach the following target groups: minority, out of school youth, veterans, economically depressed, displaced homemakers, unemployed and underemployed adults, disadvantaged and handicapped, and sex equity.	N	0	44.0	72.0	9.0	4.0	0.0
		%	0	34.1	55.8	7.0	3.1	0.0
7.37	Provides effective vocational guidance and counseling services to meet the needs of vocational students.	N	0	55.0	61.0	8.0	4.0	1.0
		%	0	42.6	47.3	6.2	3.1	0.8
7.38	Develops and implements plans and procedures for vocational student retention.	N	1	43.0	74.0	5.0	3.0	3.0
		%	0.8	33.3	57.4	3.9	2.3	2.3
7.39	Develops and implements system for vocational students job placement.	N	1	50.0	71.0	4.0	2.0	1.0
		%	0.8	38.8	55.0	3.1	1.6	0.8
7.40	Develops and implements system for vocational student and employer follow up.	N	0	47.0	73.0	6.0	2.0	1.0
		%	0	36.4	56.6	4.7	1.6	0.8
VIII.	Vocational Staff Management and Development							
8.41	Assesses occupational needs of vocational degreed and non degreed staff.	N	0	48.0	69.0	5.0	3.0	4.0
		%	0	37.2	53.5	3.9	2.3	3.1
8.42	Assesses professional needs of vocational degreed and non degreed staff.	N	0	55.0	63.0	7.0	2.0	2.0
		%	0	42.6	48.8	5.4	1.6	1.6
8.43	Identifies current and future trends in business and industry which create a requirement for technical skill up-dating.	N	0	55.0	65.0	5.0	2.0	2.0
		%	0	42.6	50.4	3.9	1.6	1.6
8.44	Plans, implements and evaluates staff development program to meet identified occupational needs of degreed and non degreed vocational personnel.	N	0	56.0	66.0	5.0	1.0	1.0
		%	0	43.4	51.2	3.9	0.8	0.8

CUMULATIVE FREQUENCY Teachers & Principals n = 9						CUMULATIVE FREQUENCY County Dr/Occup. D./A.C. Dr. n = 120						GENERAL RESULTS N = 129						
NO ANSWERS	ESSENTIAL	VERY IMPORTANT	COULD GET BY WITHOUT	NOT REQUIRED	NO BASIS FOR JUDGING	NO ANSWERS	ESSENTIAL	VERY IMPORTANT	COULD GET BY WITHOUT	NOT REQUIRED	NO BASIS FOR JUDGING	MEAN	MODE	MEDIAN	STANDARD DEVIATION	STANDARD ERROR	VARIANCE	RANGE
0.0	4.0	5.0	0.0	0.0	0.0	0.0	40.0	67.0	9.0	4.0	0.0	1.791	2.000	1.785	.704	.062	.495	3.000
0.0	44.4	55.6	0.0	0.0	0.0	0.0	33.3	55.8	7.5	3.3	0.0							
0.0	7.0	2.0	0.0	0.0	0.0	0.0	48.0	59.0	8.0	4.0	1.0	1.721	2.000	1.656	.780	.069	.609	4.000
0.0	77.8	22.2	0.0	0.0	0.0	0.0	40.0	49.2	6.7	3.3	0.8							
0.0	6.0	3.0	0.0	0.0	0.0	1.0	37.0	71.0	5.0	3.0	3.0	1.806	2.000	1.777	.820	.072	.673	5.000
0.0	66.7	33.3	0.0	0.0	0.0	0.8	30.8	59.2	4.2	2.5	2.5							
0.0	5.0	4.0	0.0	0.0	0.0	1.0	45.0	67.0	4.0	2.0	1.0	1.682	2.000	1.690	.696	.061	.484	5.000
0.0	55.6	44.4	0.0	0.0	0.0	0.8	37.5	55.8	3.3	1.7	0.8							
0.0	5.0	4.0	0.0	0.0	0.0	0.0	42.0	69.0	6.0	2.0	1.0	1.736	2.000	1.740	.691	.061	.477	4.000
0.0	55.6	44.4	0.0	0.0	0.0	0.0	35.0	57.5	5.0	1.7	0.8							
0.0	5.0	3.0	1.0	0.0	0.0	0.0	43.0	66.0	5.0	2.0	4.0	1.806	2.000	1.739	.867	.076	.751	4.000
0.0	55.6	33.3	11.1	0.0	0.0	0.0	35.8	55.0	4.2	1.7	3.3							
0.0	6.0	2.0	1.0	0.0	0.0	0.0	49.0	61.0	6.0	2.0	2.0	1.705	2.000	1.651	.775	.068	.600	4.000
0.0	66.7	22.2	11.1	0.0	0.0	0.-	40.8	50.8	5.0	1.7	1.7							
0.0	3.0	5.0	1.0	0.0	0.0	0.0	52.0	60.0	4.0	2.0	2.0	1.690	2.000	1.646	.758	.067	.575	4.000
0.0	33.3	55.6	11.1	0.0	0.0	0.0	43.3	50.0	3.3	1.7	1.7							
0.0	6.0	2.0	1.0	0.0	0.0	0.0	50.0	64.0	4.0	1.0	1.0	1.643	2.000	1.629	.671	.059	.450	4.000
0.0	66.7	22.2	11.1	0.0	0.0	0.0	41.7	53.3	3.3	0.8	0.8							

Table 1 (Continued)

		NO. OF RESPONSES AND PERCENT	RESPONSES N = 129					
			NO RESPONSE	ESSENTIAL	VERY IMPORTANT	COULD GET BY WITHOUT	NOT REQUIRED	NO BASIS FOR JUDGING
IX.	Vocational Legislative, Labor and Professional Relations							
9.45	Demonstrates philosophy consistent with the objectives of vocational education programs.	N	0	83.0	43.0	2.0	1.0	0
		%	0	64.3	33.3	1.6	0.8	0
9.46	Communicates the need for and problems of funding, validating, supporting, and evaluating vocational education programs.	N	0	84.0	43.0	1.0	1 0	0
		%	0	65.1	33.3	0.8	0.8	0
9.47	Influences policies affecting vocational education at local, state, and national level.	N	0	53.0	67.0	7.0	1.0	1.0
		%	0	41.1	51.9	5.4	0.8	0.8
9.48	Participates in the development of vocational education legislation at local, state and national level.	N	0	48.0	65.0	12.0	2.0	2.0
		%	0	37.2	50.4	9.3	1.6	1.6
9.49	Communicates the implications of vocational legislation to school and community.	N	0	59.0	66.0	3.0	1.0	0.0
		%	0	45.7	51.2	2.3	0.8	0.0
X.	Establishment and Utilization of Vocational Education Advisory Committees							
10.50	Identifies types of Advisory Committees to be established, including general, craft, joint apprenticeship and vocational students advisory committee.	N	0	58.0	65.0	4.0	2.0	0.0
		%	0	45.0	50.4	3.1	1.6	0.0
10.51	Selects members and organizes vocational advisory committees.	N	1	51.0	69.0	5.0	3.0	0.0
		%	0.8	39.5	53.5	3.9	2.3	0.0
10.52	Utilizes vocational advisory committees in the planning, implementing and evaluating of vocational education programs.	N	0	64.0	58.0	7.0	0.0	0.0
		%	0	49.6	45.0	5.4	0.0	0.0

CUMULATIVE FREQUENCY Teachers & Principals n = 9						CUMULATIVE FREQUENCY County Dr/Occup. D./A.C. Dr. n = 120						GENERAL RESULTS N = 129						
NO ANSWERS	ESSENTIAL	VERY IMPORTANT	COULD GET BY WITHOUT	NOT REQUIRED	NO BASIS FOR JUDGING	NO ANSWERS	ESSENTIAL	VERY IMPORTANT	COULD GET BY WITHOUT	NOT REQUIRED	NO BASIS FOR JUDGING	MEAN	MODE	MEDIAN	STANDARD DEVIATION	STANDARD ERROR	VARIANCE	RANGE
0.0	6.0	2.0	1.0	0.0	0.0	0.0	77.0	41.0	1.0	1.0	0.0	1.388	1.000	1.277	.563	.050	.317	3.000
0.0	66.7	22.2	11.1	0.0	0.0	0.0	64.2	34.2	0.8	0.8	0.0							
0.0	6.0	3.0	0.0	0.0	0.0	0.0	78.0	40.0	1.0	1.0	0.0	1.372	1.000	1.268	.546	.048	.298	3.000
0.0	66.7	33.3	0.0	0.0	0.0	0.0	65.0	33.3	0.8	0.8	0.0							
0.0	1.0	7.0	1.0	0.0	0.0	0.0	52.0	60.0	6.0	1.0	1.0	1.682	2.000	1.672	.684	.060	.469	4.000
0.0	11.1	77.8	11.1	0.0	0.0	0.0	43.3	50.0	5.0	0.8	0.8							
0.0	4.0	4.0	1.0	0.0	0.0	0.0	44.0	61.0	11.0	2.0	2.0	1.798	2.000	1.754	.794	.070	.631	4.000
0.0	44.4	44.4	11.1	0.0	0.0	0.0	36.7	50.8	9.2	1.7	1.7							
0.0	8.0	1.0	0.0	0.0	0.0	0.0	51.0	65.0	3.0	1.0	0.0	1.581	2.000	1.583	.582	.051	.339	3.000
0.0	88.9	11.1	0.0	0.0	0.0	0.0	42.5	54.2	2.5	0.8	0.0							
0.0	5.0	4.0	0.0	0.0	0.0	0.0	53.0	61.0	4.0	2.0	0.0	1.612	2.000	1.600	.629	.055	.395	3.000
0.0	55.6	44.4	0.0	0.0	0.0	0.0	44.2	50.8	3.3	1.7	0.0							
0.0	4.0	5.0	0.0	0.0	0.0	1.0	47.0	64.0	5.0	3.0	0.0	1.674	2.000	1.681	.675	.059	.456	4.000
0.0	44.4	55.6	0.0	0.0	0.0	0.8	39.2	53.3	4.2	2.5	0.0							
0.0	6.0	2.0	1.0	0.0	0.0	0.0	58.0	56.0	6.0	0.0	0.0	1.558	1.000	1.509	.598	.053	.358	2.000
0.0	66.7	22.2	11.1	0.0	0.0	0.0	48.3	46.7	5.0	0.0	0.0							

Table 1 (Continued)

		NO. OF RESPONSES AND PERCENT	RESPONSES N = 129					
			NO RESPONSE	ESSENTIAL	VERY IMPORTANT	COULD GET BY WITHOUT	NOT REQUIRED	NO BASIS FOR JUDGING
XI.	School/Community/Labor, Management/Relations							
11.53	Utilizes public and private agencies in the planning, developing, implementing and evaluating of vocational programs.	N	1	38.0	79.0	9.0	2.0	0
		%	0.8	29.5	61.2	7.0	1.6	0
11.54	Interprets vocational program offering and needs to the business, industrial and lay community.	N	1	61.0	63.0	3.0	1.0	0
		%	0.8	47.3	48.8	2.3	0.8	0
11.55	Plans and conducts recognition programs for vocational students, staff, employers and community supporters.	N	1	29.0	82.0	16.0	1.0	0
		%	0.8	22.5	63.6	12.4	0.8	0
11.56	Develops working relationships with employers, potential employers and labor.	N	1	64.0	61.0	3.0	0.0	0.0
		%	0.8	49.6	47.3	2.3	0.0	0.0
11.57	Applies effective communication skills in relating to the work oriented community, including employers, organized labor and supervisory on-line persons.	N	0	63.0	59.0	6.0	1.0	0.0
		%	0	48.8	45.7	4.7	0.8	0.0
11.58	Co-sponsors vocational program offerings with professional, managerial, trade groups, and other organizations.	N	1	39.0	73.0	11.0	3.0	2.0
		%	0.8	30.2	56.6	8.5	2.3	1.6
11.59	Formalizes contracts or cooperative agreements with private and public agencies relative to conducting vocational programs.	N	0	36.0	74.0	14.0	1.0	4.0
		%	0	27.9	57.4	10.9	0.8	3.1
XII.	Vocational Education Facilities Planning and Management							
12.60	Develops short and long range vocational facility plans utilizing current needs assessment data and appropriate advisory committees.	N	1	70.0	55.0	0.0	2.0	1.0
		%	0.8	54.3	42.6	0.0	1.6	0.8
12.61	Develops educational and technical specifications for the design, construction, and renovation of vocational facilities using the specific program craft advisory committee.	N	0	46.0	69.0	8.0	2.0	4.0
		%	0	35.7	53.5	6.2	1.6	3.1

CUMULATIVE FREQUENCY Teachers & Principals n = 9						CUMULATIVE FREQUENCY County Dr/Occup. D./A.C. Dr. n = 120						GENERAL RESULTS N = 129						
NO ANSWERS	ESSENTIAL	VERY IMPORTANT	COULD GET BY WITHOUT	NOT REQUIRED	NO BASIS FOR JUDGING	NO ANSWERS	ESSENTIAL	VERY IMPORTANT	COULD GET BY WITHOUT	NOT REQUIRED	NO BASIS FOR JUDGING	MEAN	MODE	MEDIAN	STANDARD DEVIATION	STANDARD ERROR	VARIANCE	RANGE
0.0	1.0	7.0	1.0	0.0	0.0	1.0	37.0	72.0	8.0	2.0	0.0	1.791	2.000	1.823	.646	.057	.417	4.000
0.0	11.1	77.8	11.1	0.0	0.0	0.8	30.8	60.0	6.7	1.7	0.0							
0.0	6.0	3.0	0.0	0.0	0.0	1.0	55.0	60.0	3.0	1.0	0.0	1.550	2.000	1.540	.599	.053	.359	4.000
0.0	66.7	33.3	0.0	0.0	0.0	0.8	45.8	50.0	2.5	0.8	0.0							
0.0	4.0	4.0	1.0	0.0	0.0	1.0	25.0	78.0	15.0	1.0	0.0	1.899	2.000	1.921	.635	.056	.404	4.000
0.0	44.4	44.4	11.1	0.0	0.0	0.8	20.8	65.0	12.5	0.8	0.0							
0.0	6.0	4.0	0.0	0.0	0.0	1	25.0	78.0	15.0	1.0	0.0	1.512	1.000	1.492	.561	.049	.314	3.000
0.0	66.7	33.3	0.0	0.0	0.0	0.8	20.8	65.0	12.5	0.8	0.0							
0.0	8.0	1.0	0.0	0.0	0.0	1	58.0	58.0	3.0	0.0	0.0	1.574	1.000	1.525	.622	.055	.387	3.000
0.0	88.9	11.1	0.0	0.0	0.0	0.8	48.3	48.3	2.5	0.0	0.0							
0.0	4.0	4.0	1.0	0.0	0.0	1.0	35.0	69.0	10.0	3.0	2.0	1.860	2.000	1.836	.798	.070	.637	5.000
0.0	44.4	44.4	11.1	0.0	0.0	0.8	29.2	57.5	8.3	2.5	1.7							
0.0	3.0	5.0	1.0	0.0	0.0	0.0	33.0	69.0	13.0	1.0	4.0	1.938	2.000	1.885	.836	.074	.699	4.000
0.0	33.3	55.6	11.1	0.0	0.0	0.0	27.5	57.5	10.8	0.8	3.3							
0.0	6.0	3.0	0.0	0.0	0.0	0.0	64.0	52.0	0.0	2.0	0.0	1.496	1.000	1.407	.675	.059	.455	5.000
0.0	66.7	33.3	0.0	0.0	0.0	0.8	53.3	43.3	0.0	1.7	0.8							
0.0	3.0	6.0	0.0	0.0	0.0	0.0	43.0	63.0	8.0	2.0	4.0	1.829	2.000	1.768	.858	.076	.736	4.000
0.0	33.3	66.7	0.0	0.0	0.0	0.0	35.8	52.5	6.7	1.7	3.3							

Table 1 (Continued)

		NO. OF RESPONSES AND PERCENT	RESPONSES N = 129					
			NO RESPONSE	ESSENTIAL	VERY IMPORTANT	COULD GET BY WITHOUT	NOT REQUIRED	NO BASIS FOR JUDGING
12.62	Evaluates and utilizes available community facilities for special vocational programs.	N	1	34.0	71.0	13.0	4.0	6.0
		%	0.8	26.4	55.0	10.1	3.1	4.7
12.63	Develops specifications to modify vocational facilities to meet the needs of handicapped students.	N	0	34.0	73.0	14.0	3.0	5.0
		%	0	26.4	56.6	10.9	2.3	3.9
12.64	Establishes a program for preventive and daily maintenance of vocational facilities.	N	0	42.0	64.0	12.0	7.0	4.0
		%	0	32.6	49.6	9.3	5.4	3.1
12.65	Schedules facilities for maximum program utilization.	N	0	55.0	62.0	7.0	3.0	2.0
		%	0	42.6	48.1	5.4	2.3	1.6
XIII.	Vocational Equipment Management							
13.66	Develops equipment lists with specifications for vocational programs.	N	6	43.0	71.0	7.0	0.0	2.0
		%	4.7	33.3	55.0	5.4	0.0	1.6
13.67	Designs and implements plans for systematically replacing obsolete and worn out equipment.	N	6.0	46.0	67.0	6.0	2.0	2.0
		%	4.7	35.7	51.9	4.7	1.6	1.6
13.68	Develops systematic plans for the inventory and security of vocational equipment.	N	6	46.0	68.0	6.0	3.0	0.0
		%	4.7	35.7	52.7	4.7	2.3	0.0
13.69	Establishes plans for repairs and maintenance of vocational equipment.	N	6	50.0	65.0	5.0	3.0	0.0
		%	4.7	38.8	50.4	3.9	2.3	0.0
XIV.	Safety Management							
14.70	Interprets health and safety laws and regulations (i.e. OSHA) related to vocational laboratories.	N	6	45.0	67.0	7.0	3.0	1.0
		%	4.7	34.9	51.9	5.4	2.3	0.8
14.71	Designs accident prevention programs for vocational laboratories.	N	6	51.0	60.0	7.0	4.0	1.0
		%	4.7	39.5	46.5	5.4	3.1	0.8
14.72	Implements accident prevention programs for vocational laboratories.	N	6	51.0	59.0	9.0	4.0	0.0
		%	4.7	39.5	45.7	7.0	3.1	0.0

CUMULATIVE FREQUENCY Teachers & Principals n = 9						CUMULATIVE FREQUENCY County Dr/Occup. D./A.C. Dr. n = 120						GENERAL RESULTS N = 129						
NO ANSWERS	ESSENTIAL	VERY IMPORTANT	COULD GET BY WITHOUT	NOT REQUIRED	NO BASIS FOR JUDGING	NO ANSWERS	ESSENTIAL	VERY IMPORTANT	COULD GET BY WITHOUT	NOT REQUIRED	NO BASIS FOR JUDGING	MEAN	MODE	MEDIAN	STANDARD DEVIATION	STANDARD ERROR	VARIANCE	RANGE
0.0	4.0	4.0	1.0	0.0	0.0	1.0	30.0	67.0	12.0	4.0	6.0	2.023	2.000	1.915	.972	.086	.945	5.000
0.0	44.4	44.4	11.1	0.0	0.0	0.8	25.0	55.8	10.0	3.3	5.0							
0.0	2.0	7.0	0.0	0.0	0.0	0.0	32.0	66.0	14.0	3.0	5.0	2.008	2.000	1.918	.906	.080	.820	4.000
0.0	22.2	77.8	0.0	0.0	0.0	0.0	26.7	55.0	11.7	2.5	4.2							
0.0	6.0	3.0	0.0	0.0	0.0	0.0	36.0	61.0	12.0	7.0	4.0	1.969	2.000	1.852	.960	.084	.921	4.000
0.0	66.7	33.3	0.0	0.0	0.0	0.0	30.0	50.8	10.0	5.8	3.3							
0.0	6.0	3.0	0.0	0.0	0.0	0.0	49.0	59.0	7.0	3.0	2.0	1.721	2.000	1.653	.800	.070	.640	4.000
0.0	66.7	33.3	0.0	0.0	0.0	0.0	40.8	49.2	5.8	2.5	1.7							
0.0	1.0	3.0	5.0	0.0	0.0	5.0	40.0	66.0	7.0	0.0	2.0	1.674	2.000	1.718	.782	.069	.612	5.000
0.0	11.1	33.3	55.6	0.0	0.0	4.2	33.3	55.0	5.8	0.0	1.7							
0.0	1.0	3.0	5.0	0.0	0.0	5.0	43.0	62.0	6.0	2.0	2.0	1.674	2.000	1.687	.831	.073	.690	5.000
0.0	11.1	33.3	55.6	0.0	0.0	4.2	35.8	51.7	5.0	1.7	1.7							
0.0	1.0	4.0	4.0	0.0	0.0	5.0	42.0	64.0	6.0	3.0	0.0	1.643	2.000	1.684	.748	.066	.559	4.000
0.0	11.1	44.4	44.4	0.0	0.0	4.2	35.0	53.3	5.0	2.5	0.0							
1.0	4.0	4.0	0.0	0.0	0.0	5.0	46.0	61.0	5.0	3.0	0.0	1.605	2.000	1.631	.744	.065	.553	4.000
11.1	44.4	44.4	0.0	0.0	0.0	4.2	38.3	50.8	4.2	2.5	0.0							
1.0	3.0	5.0	0.0	0.0	0.0	5.0	42.0	62.0	7.0	3.0	1.0	1.682	2.000	1.701	.810	.071	.656	5.000
11.1	33.3	55.6	0.0	0.0	0.0	4.2	35.0	51.7	5.8	2.5	0.8							
1.0	4.0	4.0	0.0	0.0	0.0	5.0	47.0	56.0	7.0	4.0	1.0	1.651	2.000	1.625	.845	.074	.713	5.000
11.1	44.4	44.4	0.0	0.0	0.0	4.2	39.2	46.7	5.8	3.3	0.8							
1.0	5.0	3.0	0.0	0.0	0.0	5.0	46.0	56.0	9.0	4.0	0.0	1.643	2.000	1.627	.808	.071	.653	4.000
11.1	55.6	33.3	0.0	0.0	0.0	4.2	38.3	46.7	7.5	3.3	0.0							

Table 1 (Continued)

		NO. OF RESPONSES AND PERCENT	RESPONSES N = 129					
			NO RESPONSE	ESSENTIAL	VERY IMPORTANT	COULD GET BY WITHOUT	NOT REQUIRED	NO BASIS FOR JUDGING
14.73	Provides in-service safety programs for vocational students and staff.	N	6	54.0	58.0	8.0	2.0	1.0
		%	4.7	41.9	45.0	6.2	1.6	0.8
14.74	Evaluates accident prevention programs in vocational laboratories.	N	6	45.0	67.0	6.0	4.0	1.0
		%	4.7	34.9	51.9	4.7	3.1	0.8
XV.	Vocational Program Fiscal Management							
15.75	Prepares long range financial plans based on local, state, and Federal needs as required by the five year Florida State Plan for Vocational Education.	N	6	64.0	50.0	2.0	5.0	2.0
		%	4.7	49.6	38.8	1.6	3.9	1.6
15.76	Develops annual vocational education budget as required by the Florida State Plan for Vocational Education.	N	6	75.0	46.0	0.0	1.0	1.0
		%	4.7	58.1	35.7	0.0	0.8	0.8
15.77	Establishes procedures for managing annual vocational education budget as required by the Florida State Plan for Vocational Education.	N	6	67.0	55.0	0.0	1.0	0.0
		%	4.7	51.9	42.6	0.0	0.8	0.0
15.78	Develops plans for requesting state and federal funding of vocational programs in accordance with federal and state vocational education funding laws.	N	7	75.0	45.0	0.0	1.0	1.0
		%	5.4	58.1	34.9	0.0	0.8	0.8
15.79	Determines initial and on going costs for vocational programs.	N	6	53.0	66.0	2.0	2.0	0.0
		%	4.7	41.1	51.2	1.6	1.6	0.0
15.80	Adheres to state and federal agencies monitoring and accounting procedures to include Veterans Administration, CETA, Student Loans, etc.	N	6	58.0	49.0	11.0	3.0	2.0
		%	4.7	45.0	38.0	8.5	2.3	1.6
15.81	Establishes and implements procedures for preparing and submitting vocational education reports for federal and state agencies.	N	7	55.0	64.0	2.0	0.0	1.0
		%	5.4	42.6	49.6	1.6	0.0	0.8
15.82	Establishes and implements procedures for charging for student and customer work.	N	6	36.0	57.0	15.0	8.0	7.0
		%	4.7	27.9	44.2	11.6	6.2	5.4
15.83	Establishes contingency plans for providing funds for emergency needs of vocational laboratory supplies and materials.	N	6	45.0	64.0	6.0	6.0	2.0
		%	4.7	34.9	49.6	4.7	4.7	1.6

CUMULATIVE FREQUENCY Teachers & Principals n = 9						CUMULATIVE FREQUENCY County Dr/Occup. D./A.C. Dr. n = 120						GENERAL RESULTS N = 129						
NO ANSWERS	ESSENTIAL	VERY IMPORTANT	COULD GET BY WITHOUT	NOT REQUIRED	NO BASIS FOR JUDGING	NO ANSWERS	ESSENTIAL	VERY IMPORTANT	COULD GET BY WITHOUT	NOT REQUIRED	NO BASIS FOR JUDGING	MEAN	MODE	MEDIAN	STANDARD DEVIATION	STANDARD ERROR	VARIANCE	RANGE
1.0	5.0	3.0	0.0	0.0	0.0	5.0	49.0	55.0	8.0	2.0	1.0	1.605	2.000	1.578	.804	.071	.647	5.000
11.1	55.6	33.3	0.0	0.0	0.0	4.2	40.8	45.8	6.7	1.7	0.8							
1.0	3.0	5.0	0.0	0.0	0.0	5.0	42.0	62.0	6.0	4.0	1.0	1.690	2.000	1.701	.827	.073	.684	5.000
11.1	33.3	55.6	0.0	0.0	0.0	4.2	35.0	51.7	5.0	3.3	0.8							
1.0	7.0	1.0	0.0	0.0	0.0	5.0	57.0	49.0	2.0	5.0	2.0	1.550	1.000	1.414	.892	.079	.796	5.000
11.1	77.8	11.1	0.0	0.0	0.0	4.2	47.5	40.8	1.7	4.2	1.7							
1.0	7.0	1.0	0.0	0.0	0.0	5.0	68.0	45.0	0.0	1.0	1.0	1.364	1.000	1.280	.684	.060	.468	5.000
11.1	77.8	11.1	0.0	0.0	0.0	4.2	56.7	37.5	0.0	0.8	0.8							
1.0	6.0	2.0	0.0	0.0	0.0	5.0	61.0	53.0	0.0	1.0	0.0	1.403	1.000	1.373	.619	.054	.383	4.000
11.1	66.7	22.2	0.0	0.0	0.0	4.2	50.8	44.2	0.0	0.8	0.0							
1.0	6.0	2.0	0.0	0.0	0.0	6.0	69.0	43.0	0.0	1.0	1.0	1.349	1.000	1.267	.692	.061	.479	5.000
11.1	66.7	22.2	0.0	0.0	0.0	5.0	57.5	35.8	0.0	0.8	0.8							
1.0	6.0	2.0	0.0	0.0	0.0	5.0	47.0	64.0	2.0	2.0	0.0	1.543	2.000	1.583	.685	.060	.469	4.000
11.1	66.7	22.2	0.0	0.0	0.0	4.2	39.2	53.3	1.7	1.7	0.0							
1.0	6.0	2.0	0.0	0.0	0.0	5.0	52.0	47.0	11.0	3.0	2.0	1.636	1.000	1.510	.909	.080	.827	5.000
11.1	66.7	22.2	0.0	0.0	0.0	4.2	43.3	39.2	9.2	2.5	1.7							
1.0	5.0	3.0	0.0	0.0	0.0	6.0	50.0	61.0	2.0	0.0	1.0	1.504	2.000	1.539	.697	.061	.486	5.000
11.1	55.6	33.3	0.0	0.0	0.0	5.0	41.7	50.8	1.7	0.0	0.8							
1.0	4.0	3.0	1.0	0.0	0.0	5.0	32.0	54.0	14.0	8.0	7.0	2.031	2.000	1.895	1.152	.101	1.327	5.000
11.1	44.4	33.3	11.1	0.0	0.0	4.2	26.7	45.0	11.7	6.7	5.8							
1.0	5.0	3.0	0.0	0.0	0.0	5.0	40.0	61.0	6.0	6.0	2.0	1.744	2.000	1.711	.921	.081	.848	5.000
11.1	55.6	33.3	0.0	0.0	0.0	4.2	33.3	50.8	5.0	5.0	1.7							

NARRATIVE REVIEW

SUBSKILLS RATED AS "ESSENTIAL" AND "VERY IMPORTANT" BY TOTAL GROUP AND SUB-POPULATIONS

I. VOCATIONAL NEEDS ASSESSMENT

The subskill 1.7 "Formulates procedures for vocational programs to meet identified needs" was cumulatively rated by the total surveyed group as essential by 63.6% of the total number of respondents. The cumulative frequency response by Vocational Teacher Educators and Comprehensive High School Principals rating subskill 1.1 "Develops plans for conducting vocational education needs assessments" as essential was 77.8%. County Directors, Occupational Deans of Community Colleges and Area Center Directors rated the subskill 1.7 as essential with a cumulative percentage of 63.3.

The subskill 1.3 "Develops needs assessment instruments" was cumulatively rated by the total surveyed group as very important by 51.9% of the total number of respondents. Cumulatively the frequency response by Vocational Teacher Educators and Comprehensive High School Principals rating this competency (1.3) as very important was 55.6%. County Directors, Occupational Deans of Community Colleges and Area Center Directors rated this competency (1.3) as very important with 51.7% responses.

II. VOCATIONAL EDUCATION PLANNING

The subskill 2.8 "Interprets and applies state and federal legislation and regulations relevant to vocational education" was rated cumulatively by 66.7% of the total number of respondents as essential. The cumulative frequency from the Vocational Teacher Educators and Comprehensive High School Principals rating this subskill (2.8) as essential was 88.9% of the total number of responses. County Directors, Occupational Deans of Community Colleges and Area Center Directors rated this subskill (2.8) as essential with 65% of the total number of responses.

The subskill 2.12 "Utilize state and local agencies in the planning process such as Florida Employment Service, CETA Prime Sponsor, Coordinating Council, Council on Education and Rehabilitation of the Handicapped, Licensing Boards, Correction Services, etc." was cumulatively rated by the total group in the survey as very important by 58.9% of the total number of respondents. Vocational Teacher Educators and Comprehensive High School Principals rated this subskill (2.12) as very important with 55.6%, and County Directors, Occupational Deans of Community Colleges and Area Center Directors rated this same subskill (2.12) as very important with 59.2% of the total number of responses.

III. VOCATIONAL CURRICULUM DESIGN AND IMPLEMENTATION

The subskill 3.20 "Maintains state vocational education program standards" was cumulatively rated as essential by 58.9% of the total surveyed group, 77.8% of the Vocational Teacher Educators and Comprehensive High School Principals, and 57.5% of the County Directors, Occupational Deans of Community Colleges and Area Center Directors.

The subskill 3.14 "Organizes cooperative vocational education programs" was cumulatively rated as very important by 88.9% of the Vocational Teacher Educators and Comprehensive High School Principals. The County Directors, Occupational

Deans of Community Colleges and Area Center Directors cumulatively rated as very important with 58.3% of the responses the subskills 3.16 "Provides vocational programs which meet the needs of the handicapped students" and 3.17 "Provides vocational programs which meet the needs of the disadvantaged students".

IV. VOCATIONAL CURRICULUM AND IMPROVEMENT

The subskill 4.23 "Directs evaluation of vocational programs" was cumulatively rated as essential by 51.9% of the total number of respondents. County Directors, Occupational Deans of Community Colleges and Area Center Directors cumulatively rated this same subskill (4.23) as essential with 53.3% of the total responses. 55.6% of the Vocational Teacher Educators and Comprehensive High School Principals cumulatively rated subskill 4.27 "Utilizes curriculum evaluation data to improve vocational programs" as essential.

The subskill 4.24 "Gathers public opinion data concerning vocational programs" was cumulatively rated as very important by 58.9% of the total surveyed group, by 66.7% of the Vocational Teacher Educators and Comprehensive High School Principals, and by 58.3% of the County Directors, Occupational Deans of Community Colleges and Area Center Directors. The cumulative frequency response rating from the Vocational Teacher Educators and the Comprehensive High School Principals as very important was 66.7% for the following subskills: 4.22 "Analyzes student and employer follow-up activities" and 4.26 "Directs the assessment of student achievement in laboratory and cooperative settings".

V. VOCATIONAL PROGRAM ARTICULATION

The cumulative frequency response rating as essential from the Vocational Teacher Educators and Comprehensive High School Principals was 55.6% of the responses for subskills 5.28 "Articulates orientation/exploratory, secondary and post secondary vocational programs standards and objectives" and 5.29 "Integrates the vocational education program with the total education programs".

The subskill 5.28 was cumulatively rated as very important by 55.0% of the total surveyed group and 55.8% of the County Directors, Occupational Deans of Community Colleges and Area Center Directors.

VI. VOCATIONAL INSTRUCTIONAL MANAGEMENT

Subskill 6.32 "Establishes competency-based vocational education programs" was cumulatively rated as essential by 44.2% of the total surveyed group, 66.7% of the Vocational Teacher Educators and Comprehensive High School Principals. The latter group also cumulatively rated as essential subskill 6.31 "Provides vocational education programs at times and places convenient to the students" by 77.8% of the respondents.

Subskills 6.33 "Integrates vocational student organizational activities into the instructional programs" and 6.34 "Interprets and applies labor laws, regulations, and licensure requirements" were both cumulatively rated as very important by 55.0% of the total group and 55.8% of the County Directors, Occupational Deans of Community Colleges and Area Center Directors. This latter group also rated as very important with 57.5% of the responses subskill 6.31 "Provides vocational education programs at times and places convenient to the students".

VII. VOCATIONAL STUDENT RECRUITMENT, RETENTION, PLACEMENT AND FOLLOW UP

The subskill 7.37 "Provides effective vocational guidance and counseling services to meet the needs of vocational students" was cumulatively rated as essential by 42.6% of the total surveyed group and 77.8% of the Vocational Teacher Educators and Comprehensive High School Principals.

The subskill 7.38 "Develops and implements plans and procedures for vocational student retention" was cumulatively rated as very important by 57.4% of the total surveyed group and 59.2% of the County Directors, Occupational Deans of Community Colleges and Area Center Directors.

VIII. VOCATIONAL STAFF MANAGEMENT DEVELOPMENT

The cumulative frequency response rating as essential was 66.7% of the responses from the Vocational Teacher Educators and Comprehensive High School Principals for the subskill 8.42 "Assesses professional needs of vocational degreed and non-degreed staff" and 8.44 "Plans, implements, and evaluates staff development program to meet identified occupational needs of degreed and non-degreed vocational personnel".

The subskill 8.41 "Assesses occupational needs of vocational degreed and non-degreed staff" was cumulatively rated as very important by 53.5% of the total number of respondents and 55.0% of the County Directors, Occupational Deans of Community Colleges and Area Center Directors.

IX. VOCATIONAL LEGISLATIVE, LABOR, AND PROFESSIONAL RELATIONS

Subskills in this area which were rated as essential with a high cumulative frequency response were: subskill 9.45 "Demonstrates philosophy consistent with the objectives of vocational education programs" by 64.3% of the total surveyed group, 66.7% of the Vocational Teacher Educators and Comprehensive High School Principals, and 64.2% of the County Directors, Occupational Deans of Community Colleges and Area Center Directors; subskill 9.46 "Communicates the need for and problems of funding, validating, supporting, and evaluating vocational education programs" by 65.1% of the total surveyed group, 66.7% of the Vocational Teacher Educators and Comprehensive High School Principals, and 65.0% of the County Directors, Occupational Deans of Community Colleges and Area Center Directors, and; subskill 9.49 "Communicates the implications of vocational legislation to school and community" by 86.9% of the Vocational Teacher Educators and Comprehensive High School Principals.

Subskill 9.47 "Influences policies affecting vocational education at local, state, and national level" was cumulatively rated as very important by 77.8% of the Vocational Teacher Educators and Comprehensive High School Principals.

X. ESTABLISHMENT AND UTILIZATION OF VOCATIONAL EDUCATION ADVISORY COMMITTEES

Subskill 10.52 "Utilizes vocational advisory committees in the planning, implementing, and evaluating of vocational education programs" was cumulatively rated as essential by 49.6% of the total surveyed group and 66.7% of the Vocational Teacher Educators and Comprehensive High School Principals.

Subskill 10.51 "Selects members and organizes vocational advisory committees" was cumulatively rated as very important by 53.5% of the total surveyed group, 55.6% of the Vocational Teacher Educators and Comprehensive High School Principals, and 53.3% of the County Directors, Occupational Deans of Community Colleges and Area Center Directors.

XI. SCHOOL/COMMUNITY/LABOR, MANAGEMENT RELATIONS

Vocational Teacher Educators and Comprehensive High School Principals cumulatively rated as essential the following subskills: 11.54 "Interprets vocational program offering and needs to the business, industrial and lay community" by 66.7% of the respondents; 11.56 "Develops working relationships with employers, potential employers and labor" by 66.7%; and 11.57 "Applies effective communication skills in relating to the work-oriented community, including employers, organized labor and supervisory on-line persons" by 88.9%. 49.6% of the total surveyed group cumulatively rated subskill 11.56 as essential.

Subskill 11.53 "Utilizes public and private agencies in the planning, developing, implementing and evaluating of vocational programs" was cumulatively rated as very important by 61.2% of the total surveyed group, 77.8% of the Vocational Teacher Educators and Comprehensive High School Principals, and 60.0% of the County Directors, Occupational Deans of Community Colleges and Area Center Directors. Subskill 11.55 "Plans and conducts recognition programs for vocational students, staff, employers and community supporters" was cumulatively rated as very important by 63.6% of the total surveyed group and 65.0% of the County Directors, Occupational Deans of Community Colleges and Area Center Directors. Subskill 11.56 received a cumulative frequency rating as very important from 65.0% of the County Directors, Occupational Deans of Community Colleges and Area Center Directors.

XII. VOCATIONAL EDUCATION FACILITIES PLANNING AND MANAGEMENT

54.3% of the total surveyed group, 66.7% of the Vocational Teacher Educators and Comprehensive High School Principals, and 53.3% of the County Directors, Occupational Deans of Community Colleges and Area Center Directors cumulatively rated subskill 12.60 "Develops short and long range vocational facility plans utilizing current needs assessment data and appropriate advisory committees" as essential. Subskills 12.64 "Establishes a program for preventive and daily maintenance of vocational facilities" and 12.65 "Schedules facilities for maximum program utilization" were both cumulatively rated as essential by 66.7% of the Vocational Teacher Educators and Comprehensive High School Principals.

Subskill 12.61 "Develops educational and technical specifications for the design, construction, and renovation of vocational facilities using the specific program craft advisory committee" was cumulatively rated as very important by 66.7% of the Vocational Teacher Educators and Comprehensive High School Principals. Subskill 12.62 "Evaluates and utilizes available community facilities for special vocational programs" was cumulatively rated as very important by 55.0% of the total surveyed group and 55.8% of the County Directors, Occupational Deans of Community Colleges and Area Center Directors. Subskill 12.63 "Develops specifications to modify vocational facilities to meet the needs of handicapped students" was cumulatively rated as very important by 55.6% of the total surveyed group, 77.8% of the Vocational Teacher Educators and Comprehensive High School Principals, and 55.0% of the County Directors, Occupational Deans of Community Colleges and Area Center Directors.

XIII. VOCATIONAL EQUIPMENT MANAGEMENT

Subskill 13.66 "Develops equipment lists with specifications for vocational programs" was cumulatively rated as very important by 55.0% of the total surveyed group and 55.0% of the County Directors, Occupational Deans of Community Colleges and Area Center Directors. 55.6% of the Vocational Teacher Educators and Comprehensive High School Principals rated this same subskill (13.66) as could get by without. Subskill 13.67 was cumulatively rated as very important by 51.9% of the total surveyed group and 51.7% of the County Directors, Occupational Deans of Community Colleges and Area Center Directors. 55.6% of the Vocational Teacher Educators and Comprehensive High School Principals rated this subskill (13.67) as could get by without.

XIV. SAFETY MANAGEMENT

Subskills 14.72 "Implements accident prevention programs for vocational laboratories" and 14.73 "Provides inservice safety programs for vocational students and staff" were both cumulatively rated as essential by 55.6% of the Vocational Teacher Educators and Comprehensive High School Principals.

Subskills 14.70 "Interprets health and safety laws and regulations (i.e. OSHA) related to vocational laboratories" and 14.74 "Evaluates accident prevention programs in vocational laboratories" were both cumulatively rated as very important by 51.9% of the total surveyed group, 55.6% of the Vocational Teacher Educators and Comprehensive High School Principals, and 51.7% of the County Directors, Occupational Deans of Community Colleges and Area Center Directors.

XV. VOCATIONAL PROGRAM FISCAL MANAGEMENT

Subskill 15.75 "Prepares long range financial plans based on local, state, and federal needs as required by the 5-year Florida State Plan for Vocational Education" was cumulatively rated as essential by 77.8% of the Vocational Teacher Educators and Comprehensive High School Principals. Subskill 15.76 "Develops annual vocational education budget as required by the Florida State Plan for Vocational Education" was cumulatively rated as essential by 58.1% of the total surveyed group, 77.8% of the Vocational Teacher Educators and Comprehensive High School Principals, and 56.7% of the County Directors, Occupational Deans of Community Colleges and Area Center Directors. 51.9% of the total surveyed group, 66.7% of the Vocational Teacher Educators and Comprehensive High School Principals, and 50.8% of the County Directors, Occupational Deans of Community Colleges and Area Center Directors cumulatively rated as essential subskill 15.77 "Establishes procedures for managing annual vocational education budget as required by the Florida State Plan for Vocational Education". 58.1% of the total surveyed group, 66.7% of the Vocational Teacher Educators and Comprehensive High School Principals, and 57.5% of the County Directors, Occupational Deans of Community Colleges and Area Center Directors cumulatively rated as essential subskill 15.78 "Develops plans for requesting state and federal funding of vocational programs in accordance with federal and state vocational education funding laws". The Vocational Teacher Educators and Comprehensive High School Principals also cumulatively rated as essential subskills 15.79 (66.7%), 15.80 (66.7%), 15.81 (55.6%), and 15.83 (55.6%).

HISTOGRAMS

The following 17 pages present the histograms which illustrate how each performance indicator (subskill) was rated by the total population (N). The total number of respondents (129) rated each performance indicator (subskill) as either:

"essential" (shown vertically in the first column for each performance indicator)

"very important" (shown in the second column)

"could get by without" (shown in the third column)

"not required" (shown in the fourth column)

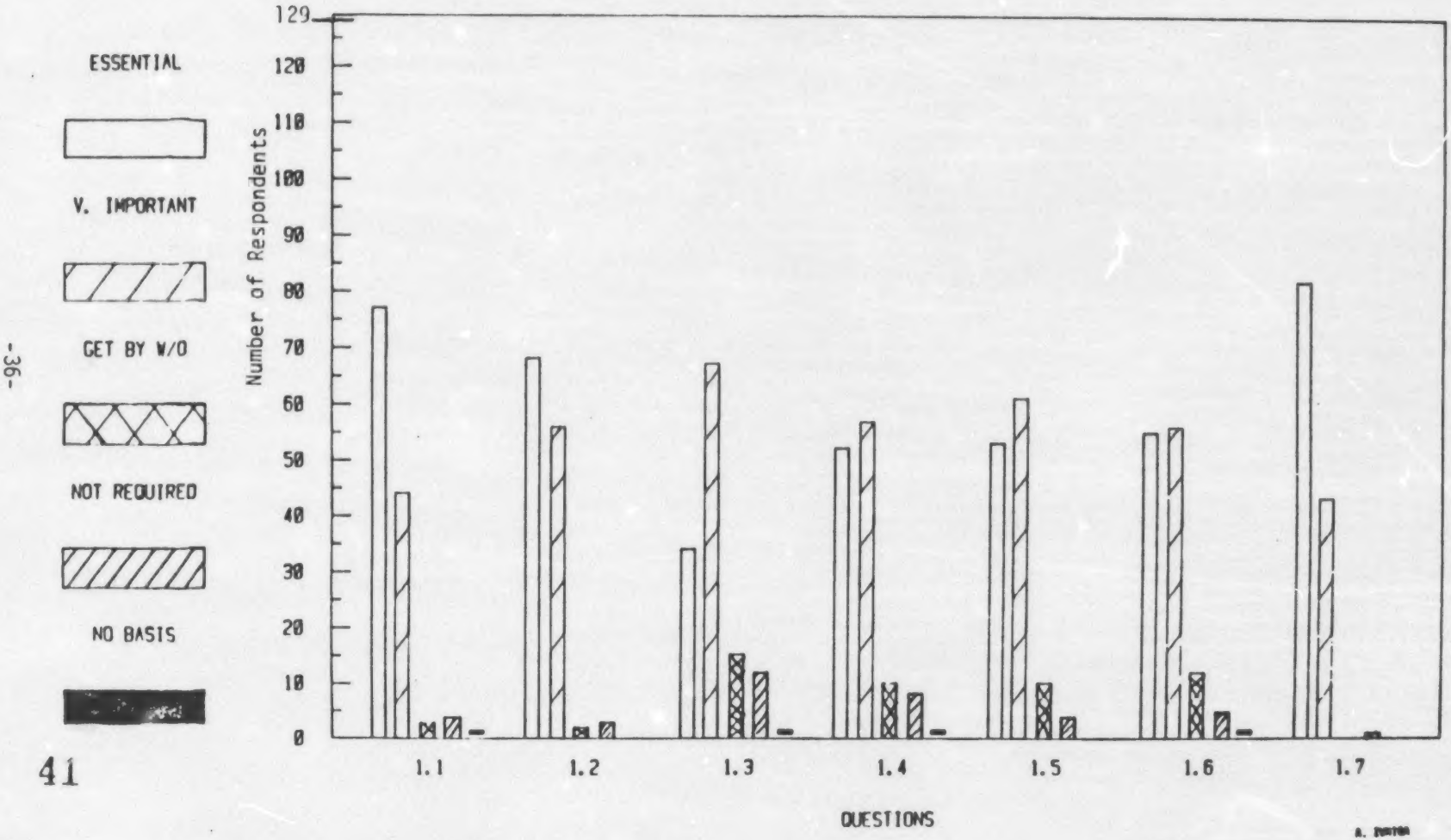
"no basis for judging" (shown in the fifth column)

The last two pages of histograms present in graphic form the answers to the three biographical questions on the survey. The questions asked were:

1. "What is your present position?"
2. "How many years have you held an administrative position in vocational education?"
3. "How many years were you a teacher of vocational education?

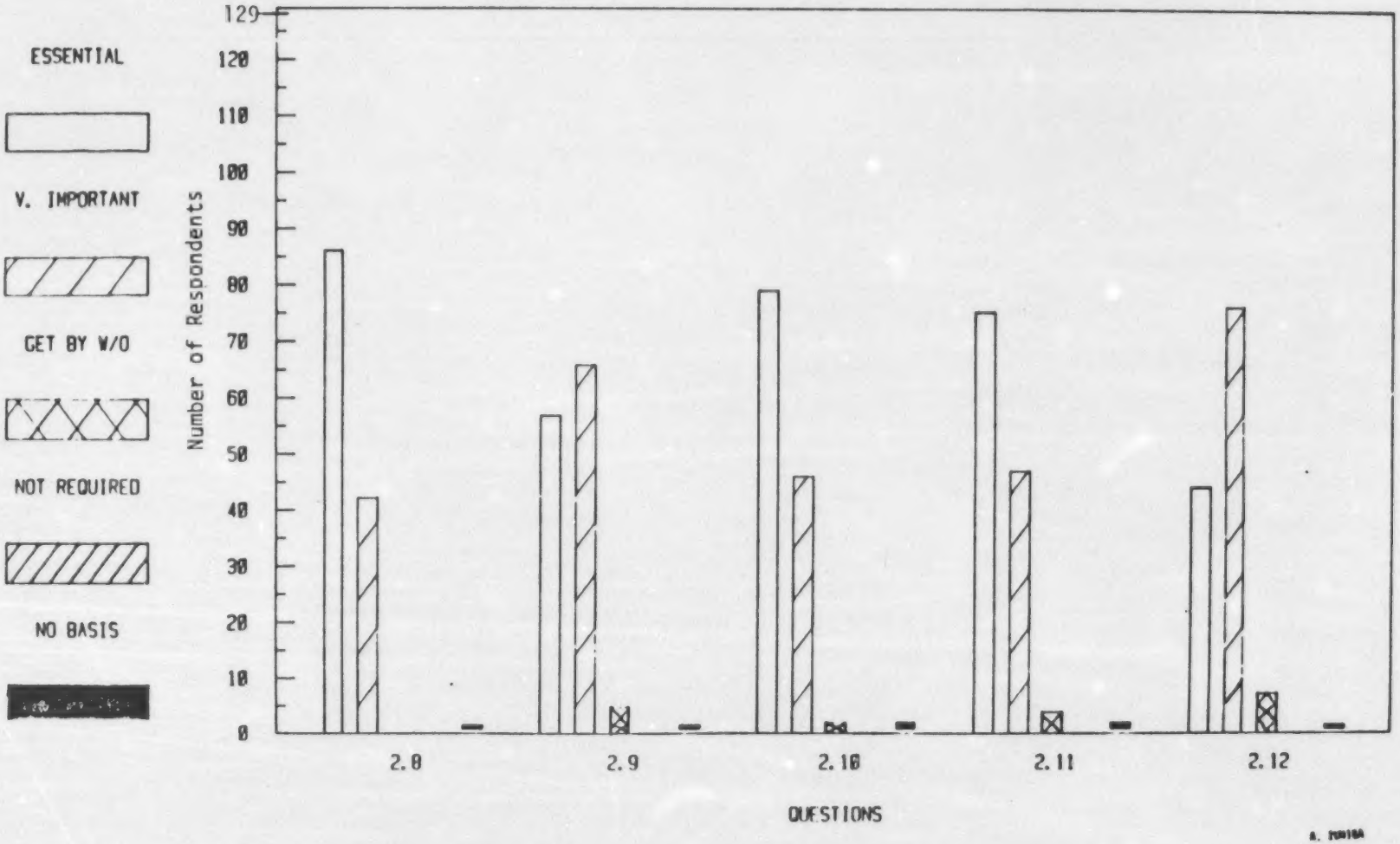
COMPETENCY I: VOCATIONAL NEEDS ASSESSMENT

RATINGS BY TOTAL RESPONDENTS (N=129) FOR SUBSKILLS 1.1-1.7



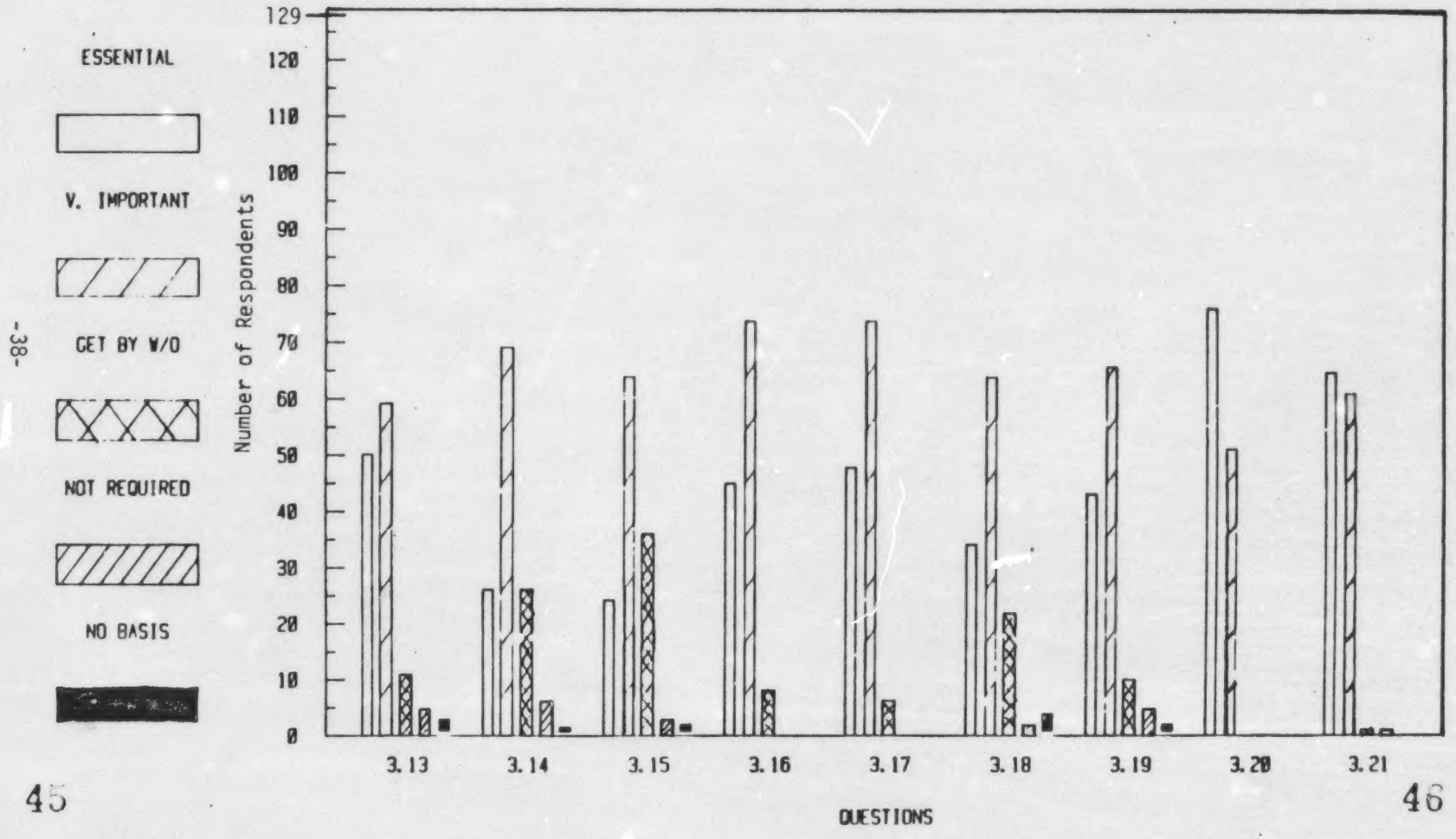
COMPETENCY II: VOCATIONAL EDUCATION PLANNING

RATINGS BY TOTAL RESPONDENTS (N=129) FOR SUBSKILLS 2.8-2.11



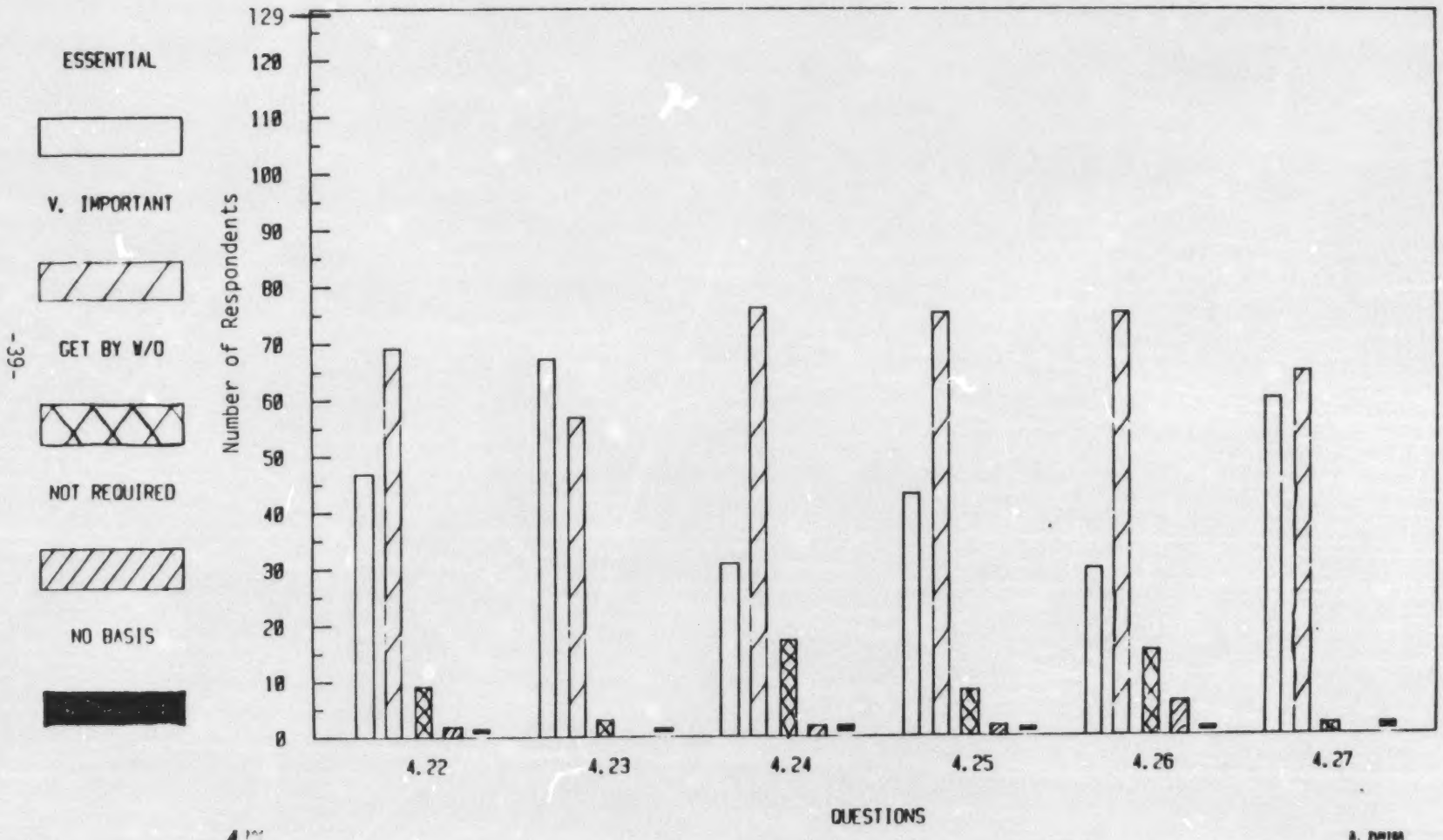
COMPETENCY III: VOCATIONAL CURRICULUM DESIGN AND IMPLEMENTATION

RATINGS BY TOTAL RESPONDENTS (N=129) FOR SUBSKILLS 3.13-3.21



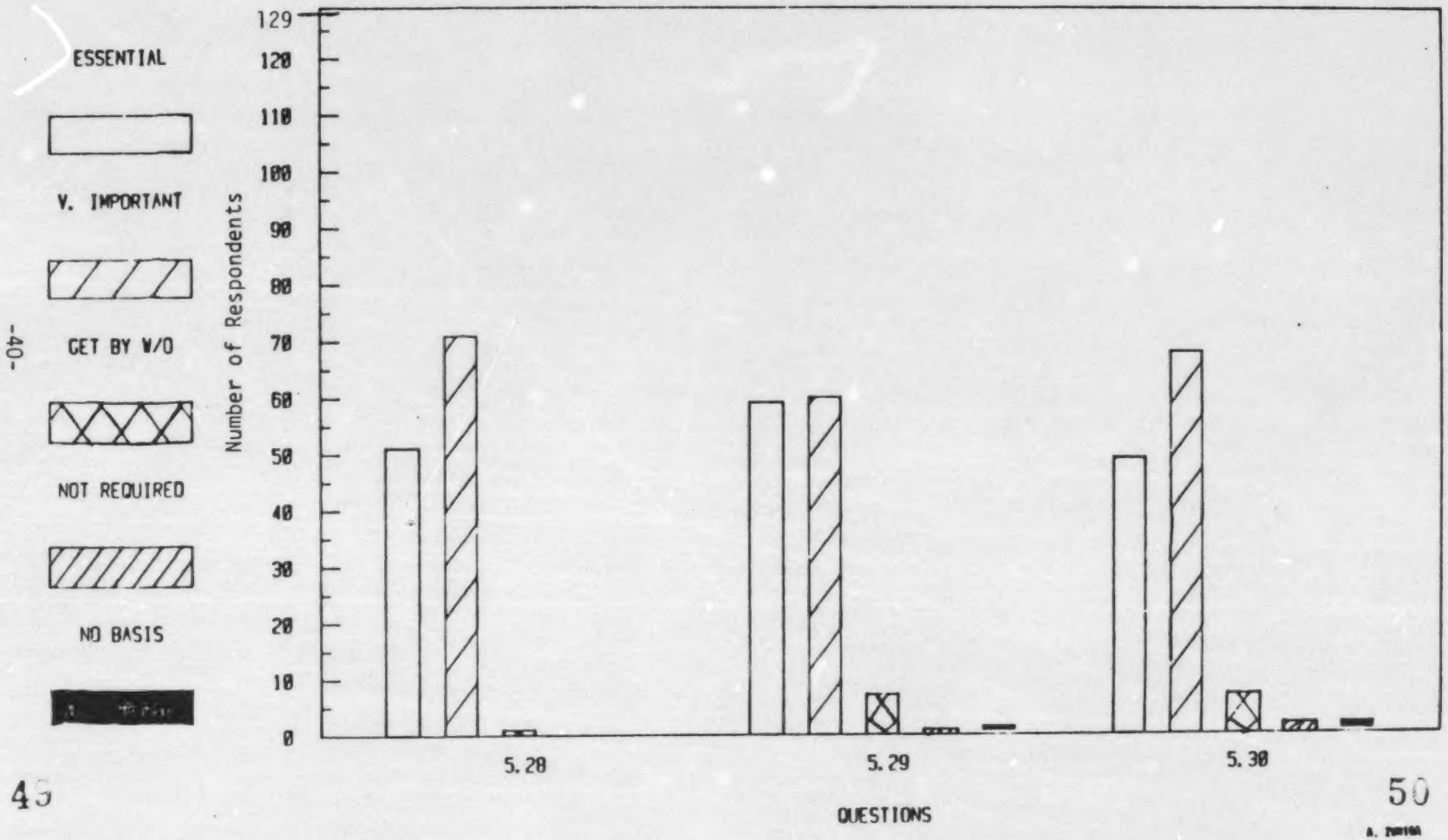
COMPETENCY IV: VOCATIONAL CURRICULUM EVALUATION AND IMPROVEMENT

RATINGS BY TOTAL RESPONDENTS (N=129) FOR SUBSKILLS 4.22-4.27



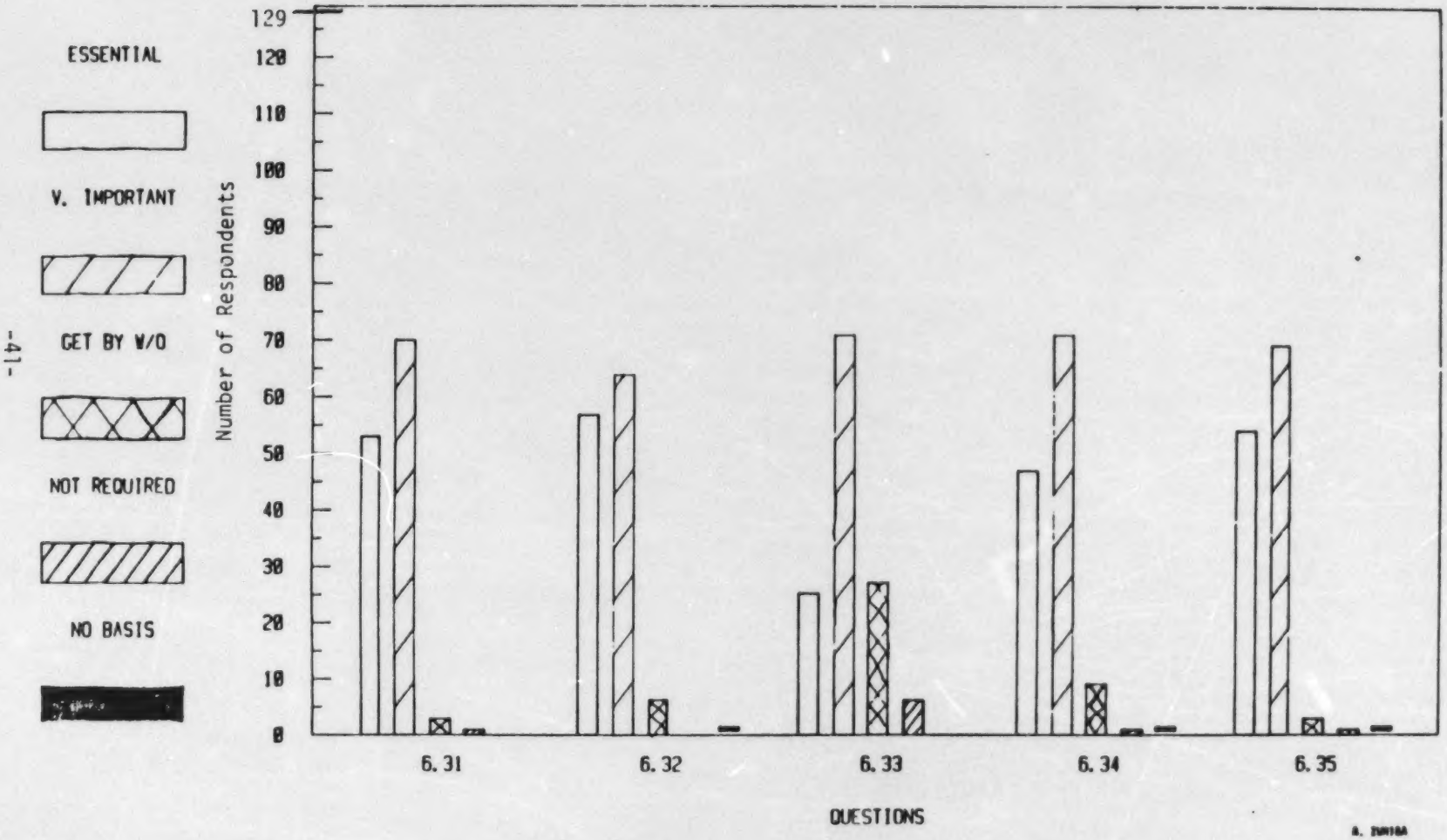
COMPETENCY V: VOCATIONAL PROGRAM ARTICULATION

RATINGS BY TOTAL RESPONDENTS (N=129) FOR SUBSKILLS 5.28-5.30



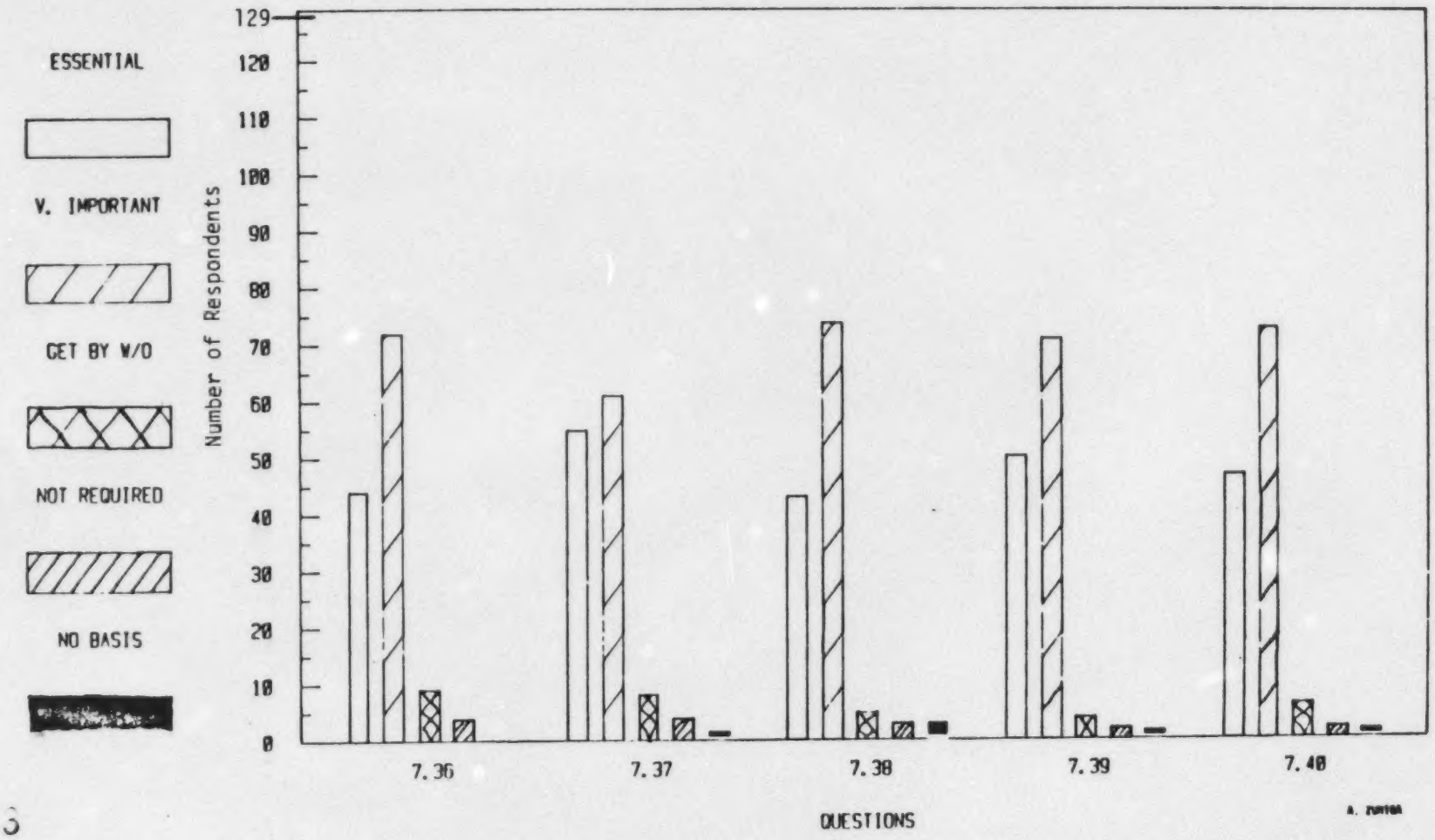
COMPETENCY VI: VOCATIONAL INSTRUCTIONAL MANAGEMENT

RATINGS BY TOTAL RESPONDENTS (N=129) FOR SUBSKILLS 6.31-6.35



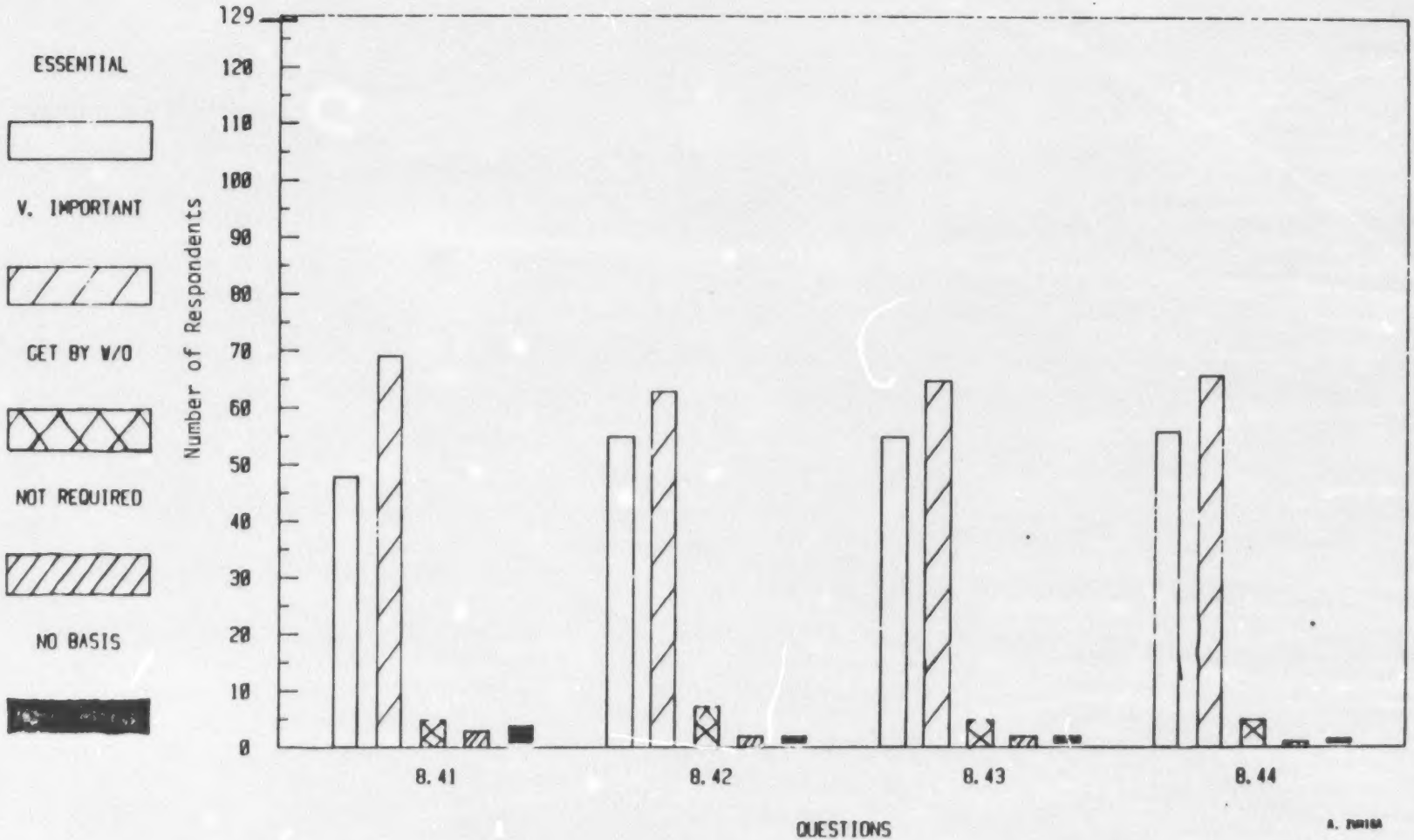
COMPETENCY VII: VOCATIONAL STUDENT RECRUITMENT, RETENTION, PLACEMENT, AND FOLLOW-UP

RATINGS BY TOTAL RESPONDENTS (N=129) FOR SUBSKILLS 7.36-7.40



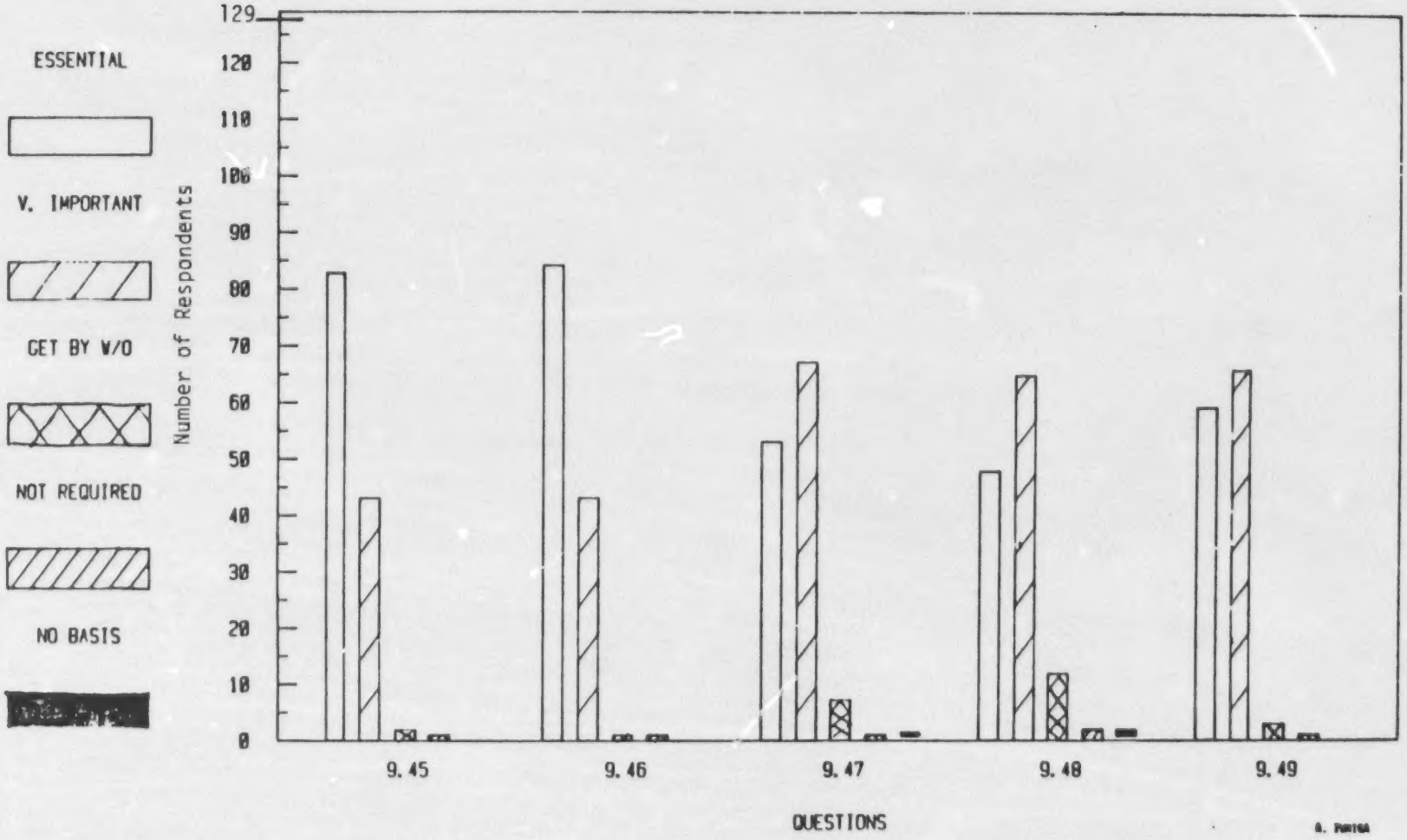
COMPETENCY VIII: VOCATIONAL STAFF MANAGEMENT AND DEVELOPMENT

RATINGS BY TOTAL RESPONDENTS (N=129) FOR SUBSKILLS 8.41-8.44



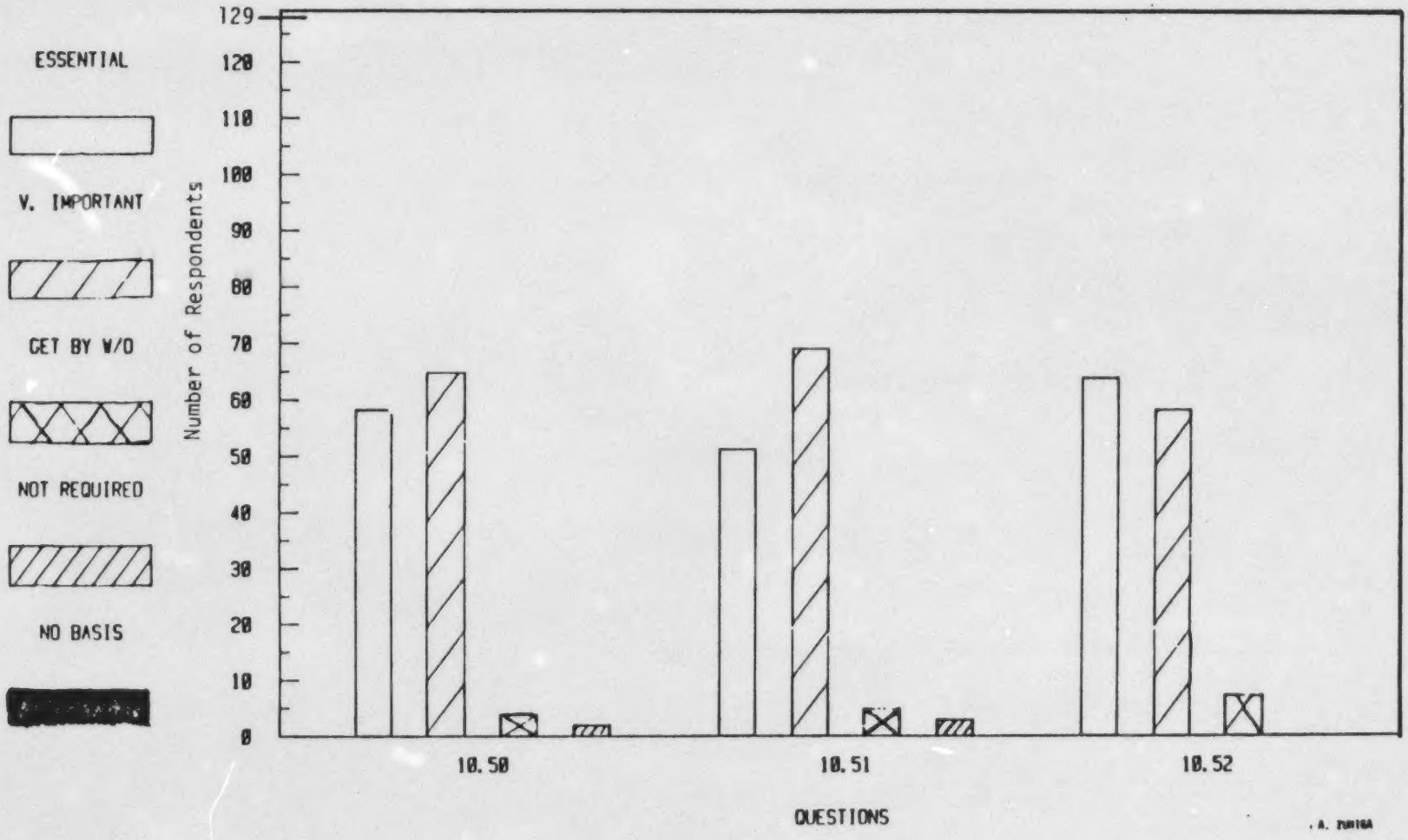
COMPETENCY IX: VOCATIONAL LEGISLATIVE, LABOR, AND PROFESSIONAL RELATIONS

RATINGS BY TOTAL RESPONDENTS (N=129) FOR SUBSKILLS 9.45-9.49



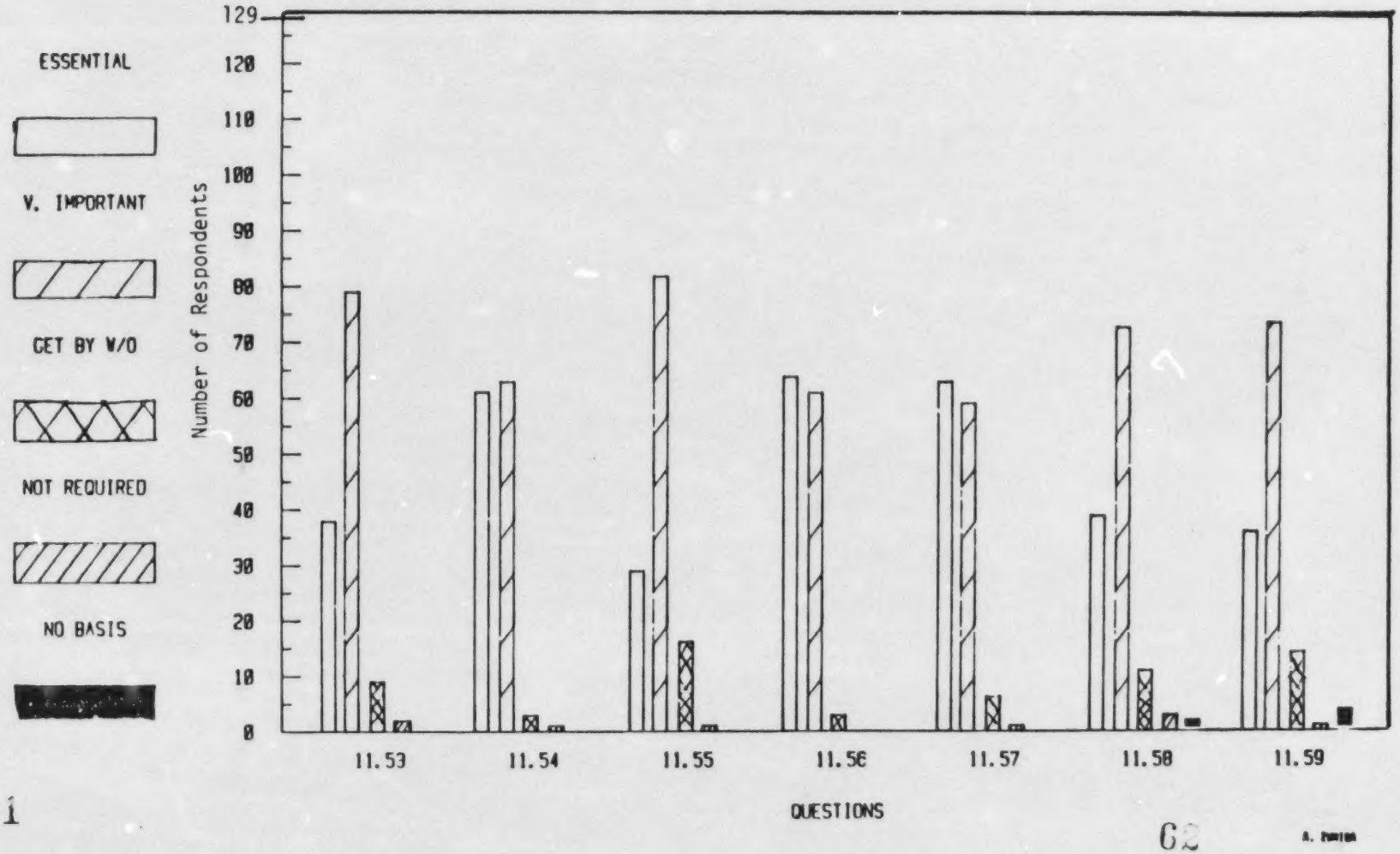
COMPETENCY X: ESTABLISHMENT AND UTILIZATION OF VOCATIONAL EDUCATION ADVISORY COMMITTEE

RATINGS BY TOTAL RESPONDENTS (N=129) FOR SUBSKILLS 10.50-10.52



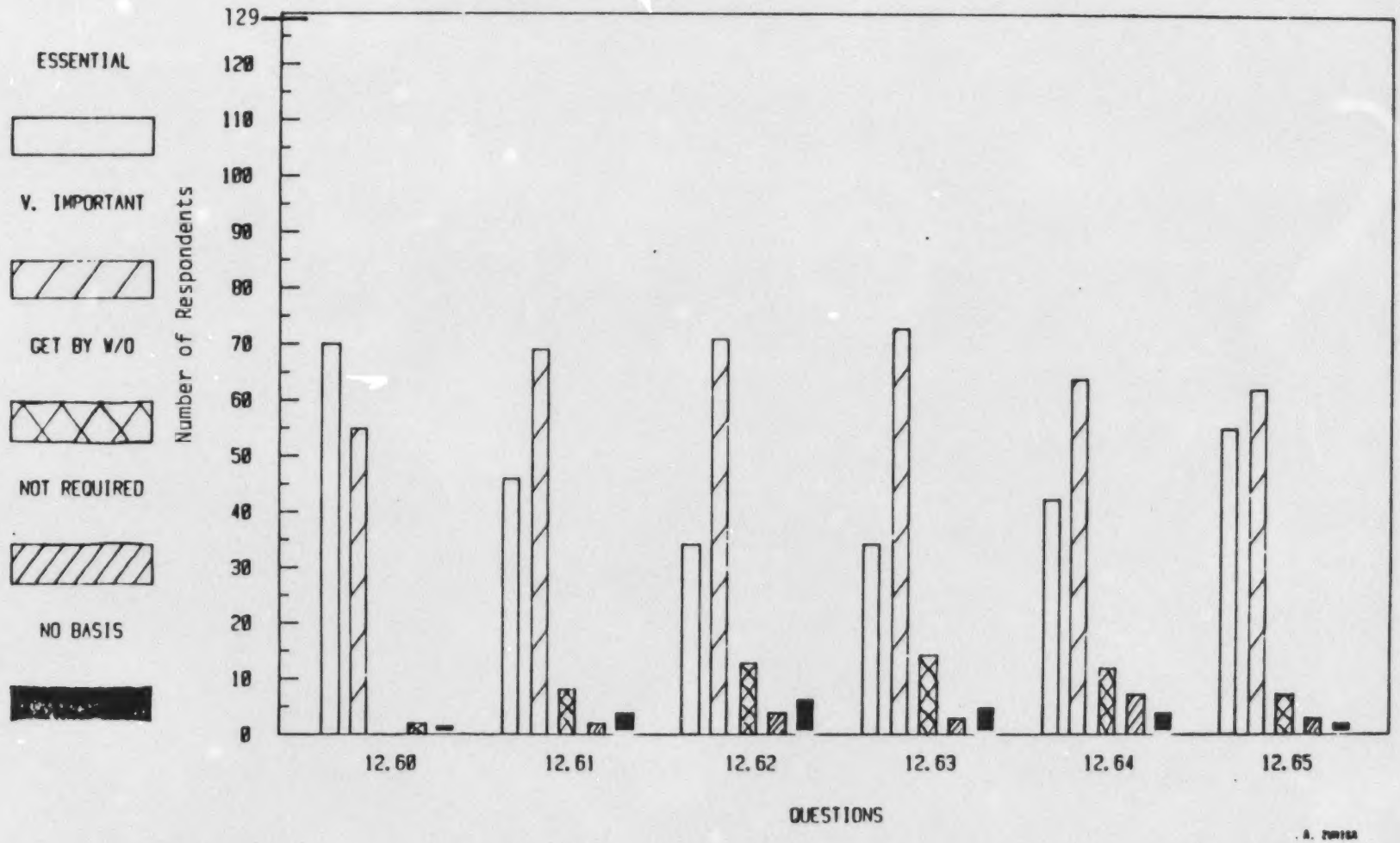
COMPETENCY XI: SCHOOL/COMMUNITY/LABOR, MANAGEMENT/RELATIONS

RATINGS BY TOTAL RESPONDENTS (N=129) FOR SUBSKILLS 11.53-11.59



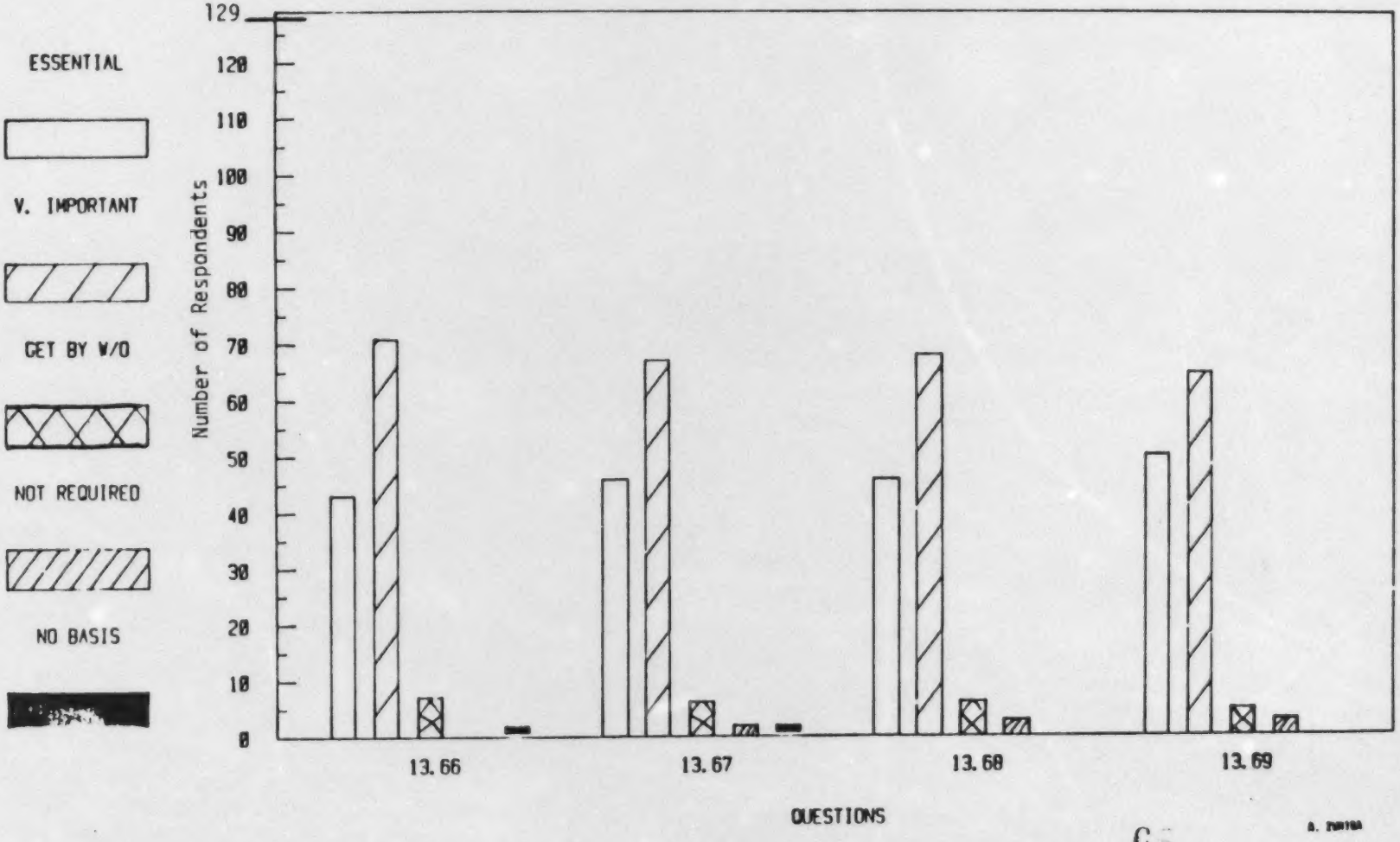
COMPETENCY XII: VOCATIONAL EDUCATION FACILITIES PLANNING AND MANAGEMENT

RATINGS BY TOTAL RESPONDENTS (N=129) FOR SUBSKILLS 12.60-12.65



COMPETENCY XIII: VOCATIONAL EQUIPMENT MANAGEMENT

RATINGS BY TOTAL RESPONDENTS (N=129) FOR SUBSKILLS 13.66-13.69



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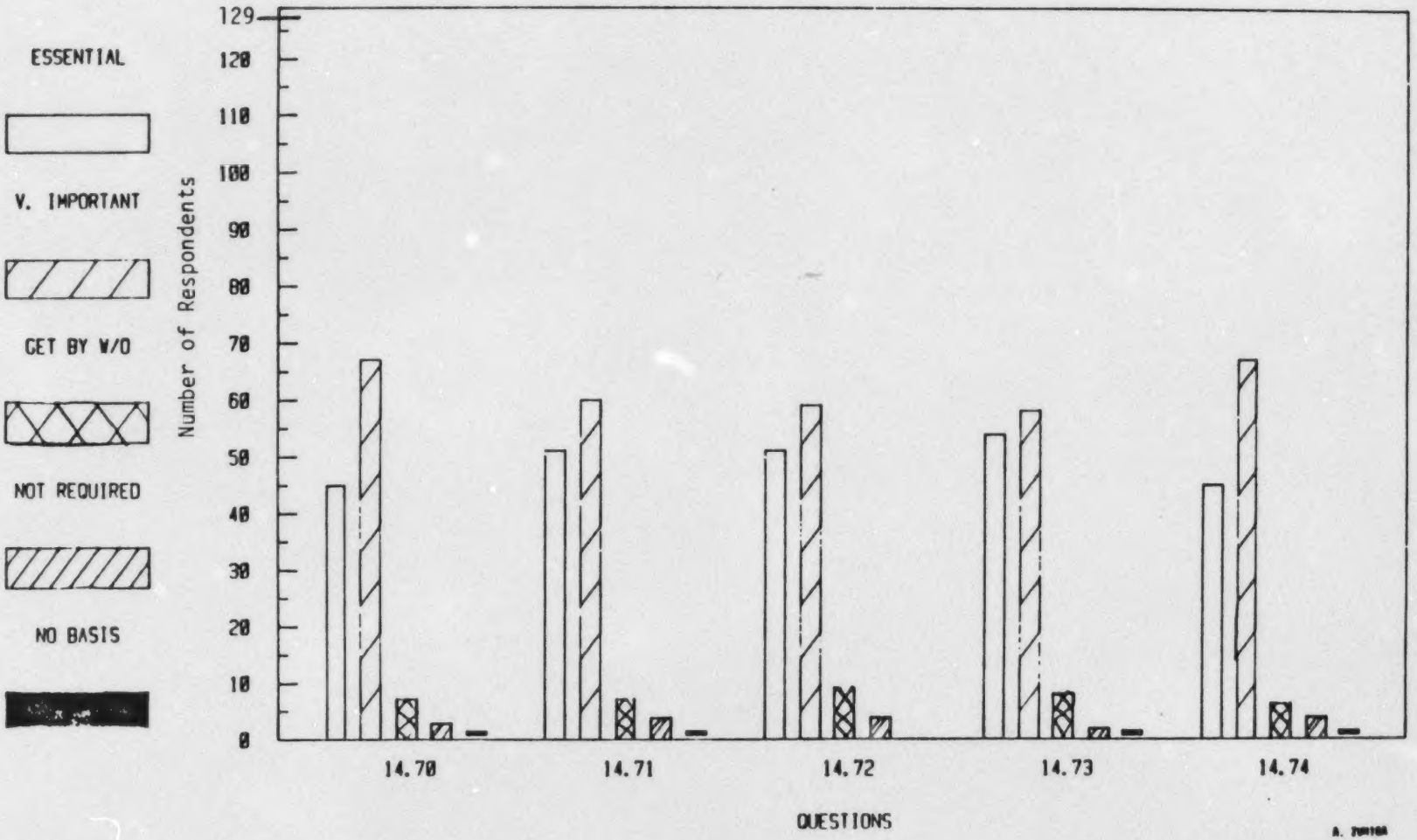
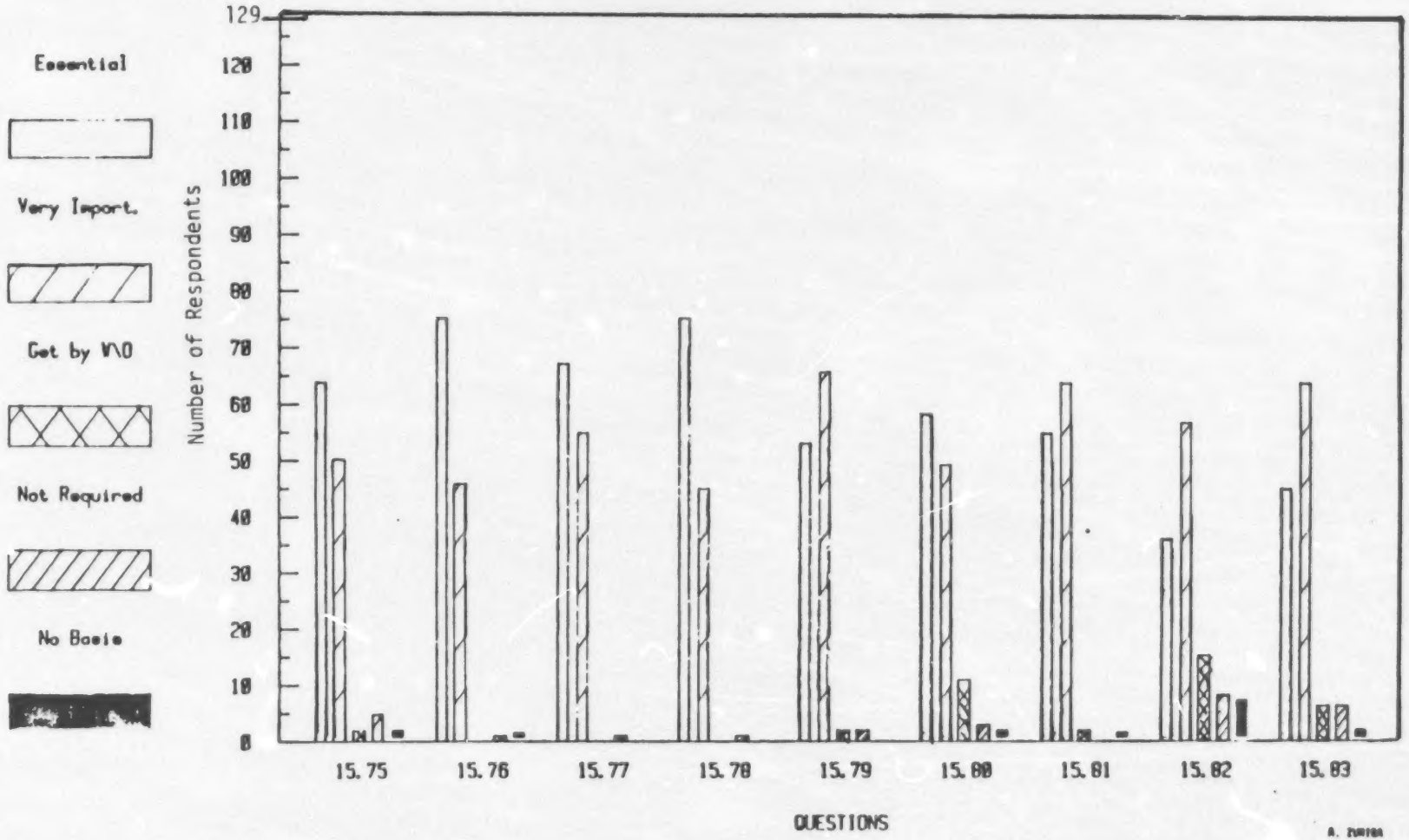
COMPETENCY XIV: SAFETY MANAGEMENT

RATINGS BY TOTAL RESPONDENTS (N=129) FOR SUBSKILLS 14.70-14.74



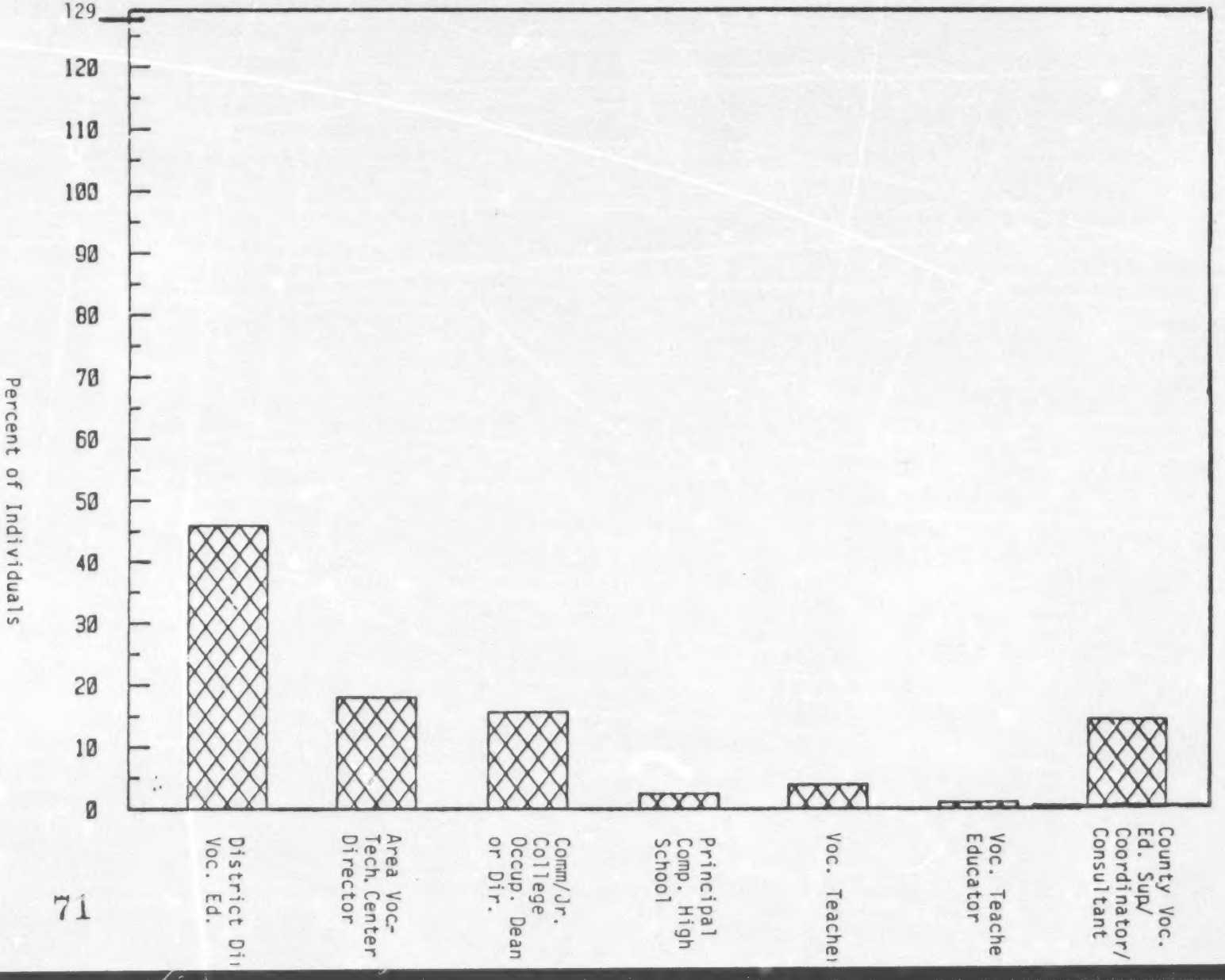
COMPETENCY XV: VOCATIONAL PROGRAM FISCAL MANAGEMENT

RATINGS BY TOTAL RESPONDENTS (N=129) FOR SUBSKILLS 15.75-15.83



BIOGRAPHICAL INFORMATION FROM TOTAL SURVEY RESPONDENTS (N = 129)

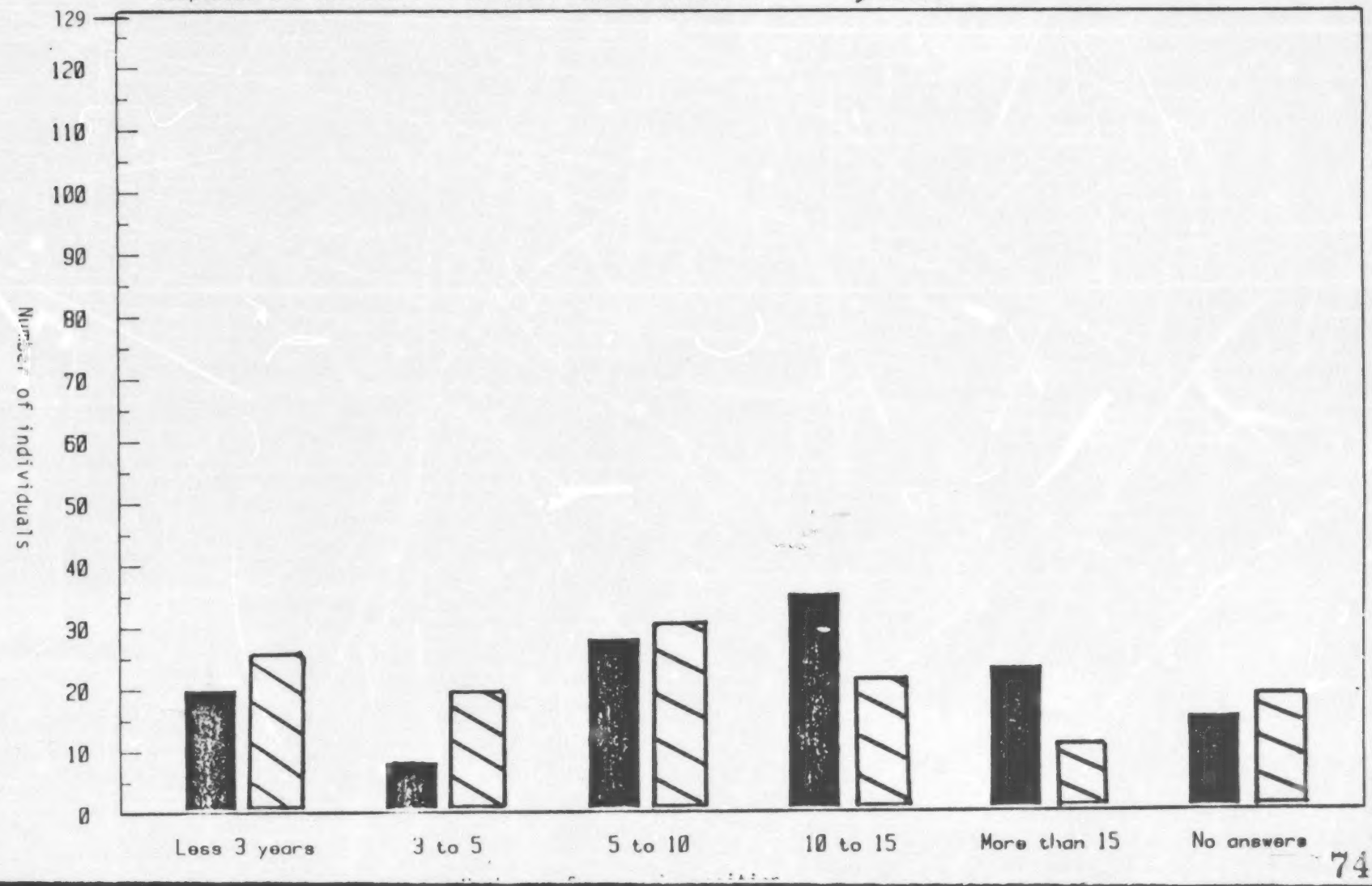
Question 1: "What is your present position?"



BIOGRAPHICAL INFORMATION FROM TOTAL SURVEY RESPONDENTS (N = 129)

Question 2: "How many years have you held an administrative position in vocational education?"
Responses are indicated in vertical columns marked as : ■

Question 3: "How many years were you a teacher of vocational education:
Responses are indicated in vertical columns marked as: ▨



SUMMARY AND FUTURE IMPLICATIONS

The results of the survey and subsequent research verified the importance of the 83 competencies which have been identified as essential for beginning vocational administrators. Various vocational programs in the State University System have already begun to use these competencies in their graduate programs in administration and supervision of vocational education.

With competencies specifically related to vocational administration, which have been identified and verified as essential and very important, the next step is the development of test items to measure mastery and/or determine need for training in each competency area. To meet this need a program entitled: "Development of a Model for Criterion Test Items Universe for Assessing the Competency Level for Beginning Vocational Administrators in Florida" is currently underway at Florida International University using the same task force members to provide input and review of the work being done in this project.

Hopefully, the work already done in identifying the competencies and the work to be done in developing criteria measures test items will lead to the next step, which is incorporation of these competencies into regular university training programs for vocational administrators and perhaps into state program approval criteria and state certification requirements for local directors of vocational education programs.

APPENDIX

APPENDIX A

TASK FORCE MEMBERS

Mr. Art Ballou, Director, Industry Services Programs, Office of Vocational, Adult, and Community Education, Dade County Public Schools, Dade County

Mr. Roland Best, (Chairman), Director, Withlacoochee Area Vocational-Technical Institute, Citrus County

Ms. Clarice Biggins, Director, Vocational Education, School Board of Volusia County

Mr. Larry Cunningham, Assistant Director, Orlando Vocational/Technical Center, Orange County

Mr. C.M. Lawrence, former Assistant Director, Division of Vocational Education, Florida Department of Education (Retired)

Dr. Helen Lipscomb, Consultant, Staff Development, Division of Vocational Education, Florida Department of Education

Mrs. Alene J. Mahin, Principal, Leto Comprehensive High School, Hillsborough County

Dr. Paulette D. Mainwood, Consultant, Staff Development, Division of Vocational Education, Florida Department of Education

Mr. Jack Millican, former Director of Vocational and Technical Education, Lake County Public Schools, Lake County (Retired)

Mr. Joe D. Mills, (Ex Officio), Director, Division of Vocational Education, Florida Department of Education

Mr. Joe Mitchell, Principal, Westside Vocational Skills Center, Duval County

Dr. Dominic A. Mohamed, (Ex Officio), Associate Professor and Project Director, Division of Vocational Education, Florida International University, Dade County

Mr. Russell L. Moncrief, Director, Vocational-Technical Education, Seminole Community College, Seminole County

Mr. Ron Scull, Executive Director, Florida Vocational Association, Leon County

Mr. Frank J. Stephenson, Director, Career Education Curricula, Polk Community College, Polk County

Mr. Les Todd, Director, Adult and Community Education, Dade County Public Schools, Dade County

APPENDIX B

STATE OF FLORIDA
DEPARTMENT OF EDUCATION

TALLAHASSEE 32301

RALPH D. TURLINGTON
COMMISSIONER

Joe D. Mills
Director
Division of Vocational Education

January 16, 1982

(Sample cover letter accompanying field survey instrument)

Dear

Two years ago I appointed a task force to identify and verify through a professional concensus technique the competencies deemed essential for vocational administrators. That task force, working in cooperation with the Department of Education, Office of Teacher Education, sent a vocational administrator competency survey instrument to you. Because of the low rate of return, the instrument used in the study is being redone by the task force.

Because of the importance of the information being obtained, I am in full support of this study. Your prompt and professional completion of this instrument will be greatly appreciated.

Sincerely,

Joe D. Mills

Joe D. Mills, Director
Division of Vocational Education

dme

Affirmative action/equal opportunity employer

FLORIDA INTERNATIONAL UNIVERSITY
TAMIAMI CAMPUS • MIAMI, FLORIDA 33199 • (305)554-2711

SCHOOL OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

March 8, 1982

Dear

Buried in paperwork though you may be, your response to the "Vocational Administrator Competencies Identification and Verification Study" is desperately needed.

Rather than asking you to sift through the middle-of-the-year stack of non-urgent items on your desk, please take a few minutes to fill out and return the attached form in the enclosed stamped, self-addressed envelope.

Your response is vital. The timing may be lousy, but bear up under the strain and help us verify through a professional consensus, the competencies essential and unique for vocational administrators.

You are one of only 137 administrators who have been selected in the entire State for this study.

Sincerely,

Dominic A. Mohamed, Ph.D.
Associate Professor & Assistant Dean
Vocational Education

DAM:lp
Enclosures

cc: Mr. Joe Mills

THE STATE UNIVERSITY SYSTEM OF FLORIDA
EQUAL OPPORTUNITY EMPLOYER

APPENDIX D

SURVEY INSTRUMENT

Vocational Administrator Competencies Identification and Verification Study

Florida Department of Education
Council on Teacher Education
Vocational Administrator Competencies Study Task Force

Dominic A. Mohamed, Ph.D.
Task Force Project Director
Associate Professor & Chairman
Division of Vocational Education
Florida International University

Jack Millican
Task Force Chairman
Director, Vocational Education
Lake County, Florida

TASK FORCE MEMBERS

Mr. Arthur Ballou, Miami
Dr. Lawrence Cunningham, Orlando
Ms. Helen Lipscomb, Tallahassee
Mr. Ron Skull, Tallahassee

Mr. Roland Best, Dunnellon
Mr. Michael Knight, Tallahassee
Dr. Paulette Mainwood, Tallahassee
Mr. Frank Stephenson, Winter Haven

Ms. Clarice Biggins, Daytona Beach
Mr. C.M. Lawrence, Pushnell
Mr. Russell Moncrief, Sanford
Mr. Les Todd, Coral Gables

If you have any questions about this survey you may contact one of the following task force members:

Dr. Dominic Mohamed—(305) 554-3388
Mr. Arthur Ballou—(305) 350-3663
Mr. Jack Millican—(904) 343-3581
Mr. Les Todd—(305) 443-4871
Ms. Helen Lipscomb—(904) 278-8926
Ms. Clance Biggins—(904) 255-6475

CONFIDENTIAL

Vocational Administrator Competencies Identification and Verification Study

Rating the Competencies

To the right of each competency performance indicator or subskill are five possible responses: (A) Essential; (B) Very Important; (C) Could Get By Without; (D) Not Required; (E) No Basis For Judging. Simply circle the letter to the right of each item that most closely corresponds to your assessment of its importance.

In selecting your response to each of the performance indicators or subskills, it is important to think of how essential and necessary that subskill or performance indicator is in the effective administration of vocational education programs. There are certain competencies which a vocational administrator may not use frequently, but once used, their effect on vocational education could be very substantial. Therefore, the important thing to remember in the rating of all the subskills or performance indicators of the competencies is how necessary and essential is the subskill or performance indicator to effective administration of vocational education programs.

Your answers in conjunction with the answers of other vocational educators in Florida will determine the uniqueness of vocational education administration in Florida. The results of this study could affect state policy on the certification requirements for vocational administrators in Florida.

Our goal is to have a 100% rate of return, so, will you please help us reach this goal by returning your completed survey promptly.

The following definitions are useful in considering your answers to the survey instrument:

"ESSENTIAL"	A	The vocational administrator should absolutely possess the skill.
"VERY IMPORTANT"	B	The vocational administrator's effectiveness would be seriously impaired if he/she did not possess this skill.
"COULD GET BY WITHOUT"	C	The skill is desirable but not essential.
"NOT REQUIRED"	D	The skill should not be required of vocational administrators.
"NO BASIS FOR JUDGING"	E	I have no basis for making a judgment.

Directions

Please respond to each item in the attached survey instrument by circling the appropriate letter to the right of each survey item. Remember that all your answers are anonymous. Do not write your name on the survey form.

EXAMPLE: If you feel that the statement given below is essential you should circle the letter "A" to the right of the item. If you feel that you have no basis for forming an intelligent opinion about the statement, you should circle the letter "E."

Essential	Very Important	Could Get By Without	Not Required	No Basis For Judging
A	B	C	D	E

*45 Demonstrates philosophy consistent with the objectives of vocational education (A) B C D E

*The answer above indicates that the person participating in the survey believed the statement in item 45 to be essential.

Please complete the entire survey promptly and return it in the enclosed self-addressed, stamped envelope.

Work Related Information

Please circle the letter for each of the answers for the questions asked below.

1. What is your present position?
   a. District Director of Vocational Education
   b. Area Vocational-Technical Center Director
   c. Community/Junior College Occupational Dean or Director
   d. Principal of a comprehensive high school
   e. Vocational Teacher
   f. Vocational Teacher Educator
   g. County Vocational Education Supervisor/Coordinator/Consultant
2. How many years have you held an administrative position in vocational education?
   a. Less than three years
   b. Three to five years
   c. Five to ten years
   d. Ten to fifteen years
   e. More than fifteen years
3. How many years were you a teacher of vocational education?
   a. Less than three years
   b. Three to five years
   c. Five to ten years
   d. Ten to fifteen years
   e. More than fifteen years

COMPETENCY SURVEY QUESTIONNAIRE

	Essential	Very Important	Could Get By Without	Not Required	No Basis For Judging
	A	B	C	D	E
Vocational Needs Assessment					
1. Develops plans for conducting vocational education needs assessments.	A	B	C	D	E
2. Involves lay and business community representatives in needs assessments.	A	B	C	D	E
3. Develops needs assessment instruments.	A	B	C	D	E
4. Determines current and projected labor market demands.	A	B	C	D	E
5. Determines occupational needs of students.	A	B	C	D	E
6. Collects, analyzes and interprets data.	A	B	C	D	E
7. Formulates procedures for vocational programs to meet identified needs.	A	B	C	D	E
Vocational Education Planning					
8. Interprets and applies state and federal legislation and regulations relevant to vocational education.	A	B	C	D	E
9. Interprets and applies other relevant state and federal legislation such as V.A. disadvantaged, sex stereotyping, handicapped, etc.	A	B	C	D	E
10. Prepares and updates long and short range vocational education plans.	A	B	C	D	E
11. Demonstrates compliance with the Florida State Plan for Vocational Education.	A	B	C	D	E
12. Utilizes state and local agencies in the planning process such as Florida Employment Service, CETA Prime Sponsor, Coordinating Council, Council on Education and Rehabilitation of the Handicapped, Licensing Boards, Corrections Services, etc.	A	B	C	D	E
Vocational Curriculum Design and Implementation					
13. Designs curriculum content based upon occupational task analysis.	A	B	C	D	E
14. Organizes cooperative vocational education programs.	A	B	C	D	E
15. Establishes demonstration, pilot and exemplary vocational programs.	A	B	C	D	E
16. Provides vocational programs which meet the needs of the handicapped students.	A	B	C	D	E
17. Provides vocational programs which meet the needs of the disadvantaged students.	A	B	C	D	E
18. Provides orientation/exploratory programs.	A	B	C	D	E
19. Provides adult/continuing vocational education programs.	A	B	C	D	E
20. Maintains state vocational education program standards.	A	B	C	D	E
21. Establishes program completion requirements consistent with prescribed competencies.	A	B	C	D	E
Vocational Curriculum Evaluation and Improvement					
22. Analyzes student and employer follow-up studies.	A	B	C	D	E
23. Directs evaluation of vocational programs.	A	B	C	D	E
24. Gathers public opinion data concerning vocational programs.	A	B	C	D	E
25. Determines reasons for student attrition in vocational education programs.	A	B	C	D	E
26. Directs the assessment of student achievement in laboratory and cooperative settings.	A	B	C	D	E
27. Utilizes curriculum evaluation data to improve vocational programs.	A	B	C	D	E

	Essential	Very Important	Could Get By Without	Not Required	No Basis For Judging
	A	B	C	D	E
Vocational Program Articulation					
28. Articulates orientation/exploratory, secondary and post secondary vocational program standards and objectives.	A	B	C	D	E
29. Integrates the vocational education program with the total education program.	A	B	C	D	E
30. Articulates vocational education programs with agencies such as licensing boards, Veterans Administration, Opportunities Industrialization Centers and other community based organizations.	A	B	C	D	E
Vocational Instructional Management					
31. Provides vocational education programs at times and places convenient to students.	A	B	C	D	E
32. Establishes competency-based vocational education programs.	A	B	C	D	E
33. Integrates vocational student organization activities into the instructional program.	A	B	C	D	E
34. Interprets and applies labor laws, regulations, and licensure requirements.	A	B	C	D	E
35. Recruits resource people from business and industry to share specialized knowledge, skill, equipment, and techniques reflecting latest developments in the field.	A	B	C	D	E
Vocational Student Recruitment, Retention, Placement, and Follow-Up					
36. Establishes student recruitment procedures for vocational programs to reach the following target groups: minority, out of school youth, veterans, economically depressed, displaced homemakers, unemployed and underemployed adults, disadvantaged and handicapped, and both sexes.	A	B	C	D	E
37. Provides effective vocational guidance and counseling services to meet the needs of vocational students.	A	B	C	D	E
38. Develops and implements plans and procedures for vocational student retention.	A	B	C	D	E
39. Develops and implements system for vocational student job placement.	A	B	C	D	E
40. Develops and implements system for vocational student and employer follow-up.	A	B	C	D	E
Vocational Staff Management and Development					
41. Assesses occupational needs of vocational degreed and nondegreed staff.	A	B	C	D	E
42. Assesses professional needs of vocational degreed and nondegreed staff.	A	B	C	D	E
43. Identifies current and future trends in business and industry which create a requirement for technical skill up-dating.	A	B	C	D	E
44. Plans, implements and evaluates staff development program to meet identified occupational needs of degreed and nondegreed vocational personnel.	A	B	C	D	E
Vocational Legislative, Labor and Professional Relations					
45. Demonstrates philosophy consistent with the objectives of vocational education programs.	A	B	C	D	E
46. Communicates the need for and problems of funding, validating, supporting and evaluating vocational education programs.	A	B	C	D	E

	Essential	Very Important	Could Get By Without	Not Required	No Basis For Judging
	A	B	C	D	E
47. Influences policies affecting vocational education at local, state, and national level.	A	B	C	D	E
48. Participates in the development of vocational education legislation at the local, state, and national level.	A	B	C	D	E
49. Communicates the implications of vocational legislation to school and community.	A	B	C	D	E
Establishment and Utilization of Vocational Education Advisory Committee					
50. Identifies types of advisory committees to be established, including general, craft, joint apprenticeship and vocational students advisory committee.	A	B	C	D	E
51. Selects members and organizes vocational advisory committees.	A	B	C	D	E
52. Utilizes vocational advisory committees in the planning, implementing and evaluating of vocational education programs.	A	B	C	D	E
School/Community/Labor, Management/Relations					
53. Utilizes public and private agencies in the planning, developing, implementing and evaluating of vocational programs.	A	B	C	D	E
54. Interprets vocational program offerings and needs to the business, industrial, and lay communities.	A	B	C	D	E
55. Plans and conducts recognition programs for vocational students, staff, employers and community supporters.	A	B	C	D	E
56. Develops working relationships with employers, potential employers and labor.	A	B	C	D	E
57. Applies effective communication skills in relating to the work oriented community, including employers, organized labor and supervisory on-line persons.	A	B	C	D	E
58. Co-sponsors vocational program offerings with professional, managerial, trade groups, and other organizations.	A	B	C	D	E
59. Formalizes contracts or cooperative agreements with private and public agencies relative to conducting vocational programs.	A	B	C	D	E
Vocational Education Facilities Planning and Management					
60. Develops short and long range vocational facility plans utilizing current needs assessment data and appropriate advisory committees.	A	B	C	D	E
61. Develops educational and technical specifications for the design, construction, and renovation of vocational facilities using the specific program craft advisory committee.	A	B	C	D	E
62. Evaluates and utilizes available community facilities for special vocational programs.	A	B	C	D	E
63. Develops specifications to modify vocational facilities to meet the needs of handicapped students.	A	B	C	D	E
64. Develops a program for preventive and daily maintenance of vocational facilities.	A	B	C	D	E
65. Schedules facilities for maximum program utilization.	A	B	C	D	E

	Essential	Very Important	Could Get By Without	Not Required	No Basis For Judging
	A	B	C	D	E
Vocational Equipment Management					
66. Develops equipment lists with specifications for vocational programs.	A	B	C	D	E
67. Designs and implements plans for systematically replacing obsolete and worn out equipment.	A	B	C	D	E
68. Develops systematic plans for the inventory and security of vocational equipment.	A	B	C	D	E
69. Establishes plans for repairs and maintenance of vocational equipment.	A	B	C	D	E
Safety Management					
70. Interprets health and safety laws and regulations (i.e. OSHA) related to vocational laboratories.	A	B	C	D	E
71. Designs accident prevention programs for vocational laboratories.	A	B	C	D	E
72. Implements accident prevention programs for vocational laboratories.	A	B	C	D	E
73. Provides in-service safety programs for vocational students and staff.	A	B	C	D	E
74. Evaluates accident prevention programs in vocational laboratories.	A	B	C	D	E
Vocational Program Fiscal Management					
75. Prepares long range financial plans based on local, state, and federal needs as required by the five year Florida State Plan for Vocational Education.	A	B	C	D	E
76. Develops annual vocational education budget as required by the Florida State Plan for Vocational Education.	A	B	C	D	E
77. Establishes procedures for managing annual vocational budget as required by the Florida State Plan for Vocational Education.	A	B	C	D	E
78. Develops plans for requesting state and federal funding of vocational programs in accordance with state and federal vocational education funding laws.	A	B	C	D	E
79. Determines initial and on going costs for vocational programs.	A	B	C	D	E
80. Adheres to state and federal agencies monitoring and accounting procedures to include Veterans Administration, CETA, Student Loans, etc.	A	B	C	D	E
81. Establishes and implements procedures for preparing and submitting vocational education reports for federal and state agencies.	A	B	C	D	E
82. Establishes and implements procedures for charging for student and customer work.	A	B	C	D	E
83. Establishes contingency plans for providing funds for emergency needs of vocational laboratory supplies and materials.	A	B	C	D	E

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